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ABSTRACT

This 2-day workshop package was developed to address the needs of members of community groups, parents, and other persons not employed by school systems with regard to Title IX and sex equity. The role of the community in reinforcing sex fairness and eliminating sex bias in teacher education curricula and in the classroom is the focus of this workshop. The workshop begins with a consideration of the need and rationale for Title IX. Title IX regulations and the grievance procedures are reviewed, followed by an examination of the application of the Title IX regulations and sex equity principles to the job functions of various groups of education personnel. Also presented are an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity. Specifications of the population, objectives, and instructional materials are outlined for each of the workshop's two sessions. The first session focuses upon building a knowledge base for bringing about changes in attitudes. Discussions are included on what concerned citizens can do to bring about community action and changes in schools to help eliminate sex bias and stereotyping. A review is made of ways in which community involvement serves schools and of techniques for assessing and increasing citizens' knowledge base and skills in influencing schools for change. The second session concentrates upon building skills for bringing about change. Establishing change goals and analyzing action alternatives are discussed as well as action planning and implementation of change. Sample worksheets and activity forms are included in the workbook. (JD)

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CHIEF STATE SCHOOL OFFICERS COUNCIL

EQUITY WORKSHOPS PROJECT
TITLE IX
CCSSO

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

THE COMMUNITY'S ROLE

Outline and Participants' Materials For Application Sessions
For Community Group Members

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

SP 021 187

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

THE COMMUNITY'S ROLE

Outlines and Participants' Materials For Application Sessions
For Community Group Members

Shirley McCune and Martha Matthews, authors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Preface

This session outline and the accompanying participants' materials comprise one component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, is designed for use by persons implementing training or staff development efforts for education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary-secondary schools.

The workshop package was field-tested by subcontractors in 11 regional workshops as a part of the CCSSO Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U. S. Office of Education, Department of Health, Education, and Welfare. Funds to support the printing of participant materials used in the field-test workshops were provided by the National Institute of Education, Department of Health, Education, and Welfare.

Shirley McCune and Martha Matthews are the coeditors of the Workshop Package. This session outline and participant materials were developed by Shirley McCune and Martha Matthews; Martha Matthews' time was partially supported by funds from the Ford Foundation. Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames, and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser, and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D. C.); Myra Sadker and David Sadker (American University, Washington, D. C.); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Md.).

The CCSSO, the Resource Center on Sex Roles in Education, and the coeditors of the package gratefully acknowledge the assistance and advice of M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and Joan Duval, Director, Women's Program Staff, in the implementation of the contract. Grateful acknowledgement is also given to Sarita Schotta, Senior Research Associate, National Institute of Education for monitoring the contract which provided funds for the editing and printing of the field-test materials. Special gratitude is extended to the personnel of the 15 organizations who field-tested the Package in regional workshops for their efforts, their patience, and their support throughout the implementation of the Title IX Equity Workshops Project. These organizations and the project contact person in each include:

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September 1978

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: THE COMMUNITY'S ROLE

Outlines and Participants' Materials for Application Sessions A and B for Community Group Members

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THE COMMUNITY'S ROLE

Introductory Materials

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: AN INTRODUCTION TO THE WORKSHOP PACKAGE

Introduction

Title IX of the Education Amendments of 1972, the Federal law which prohibits sex discrimination against the students and employees of education agencies and institutions receiving Federal financial assistance, was enacted in June 1972; the regulation to implement the legislation, which defines the specific criteria against which nondiscrimination is to be assessed in the various policies and practices of education agencies and institutions, was issued in June 1975 and became effective in July of that year. Despite the passage of years, however, full compliance with Title IX is far from a reality in most agencies and institutions throughout the country, and equity for females and males in education has yet to be attained.

Although significant progress has been made in a number of schools and school systems--the basic required Title IX compliance procedures have been implemented, students and employees describe their "increased awareness" of the problems of sex stereotyping and sex discrimination, and concrete improvements are apparent with regard to equalization of athletic budgets for female and male sports or to integration of previously sex-segregated courses--in most cases, considerable change remains to be made if full compliance and sex equity are to be integrated and reflected throughout the policies, programs, and practices of an education agency or institution.

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of nondiscriminatory and sex equitable services.

Many methods may be used to support educators in the change process--written information may be distributed, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of a particular education agency or institution will determine the forms of support which are most appropriate. One of the most frequently used methods of supporting change by education personnel is the inservice training workshop. In many situations, the inservice workshop is a cost-efficient way of reaching large numbers of personnel in a single effort and of providing assistance in skills development to these personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package has been designed to support the implementation of such a workshop.

The Development of the Workshop Package

Implementing Title IX and Attaining Sex Equity: A Workshop Package was developed by the Resource Center on Sex Roles in Education for the Council of Chief State School Officers' Title IX Equity Workshops Project during 1977 and 1978. The Title IX Equity Workshops Project was funded under an 18-month contract for "National Regional Dissemination Workshops and Development of Technical Assistance Materials for Title IX of the 1972 Education Amendments" by the U. S. Office of Education, Department of Health, Education, and Welfare, under funds authorized by the Women's Educational Equity Act.

The purpose of the project was to develop and field test a training package which could assist education personnel and interested citizens to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The terms of the contract required that the package developed must be suitable for:

- use with groups representing all levels of education from elementary through postsecondary
- use at the local, state, regional, and national levels
- use without extensive reliance on consultative assistance or on materials outside the package itself

In order to address these requirements, it was decided that the training package must be developed according to the following considerations:

- Because of the differing needs, experiences, and frames of reference of elementary-secondary educators and postsecondary educatiors, "the" training package would need to be two training packages--one for elementary-secondary educators and one for postsecondary educators.
- Because the training package needed to be suitable for use with a wide variety of groups, it would need to include a wide variety of information and activities ranging from "awareness level" to more advanced skills-development and action-planning levels.
- Because the training package needed to be suitable for use by personnel without extensive background in training or consultation and materials resources, it would need to provide specific step-by-step instructions for the implementation of training as well as all materials which would be required for the implementation of training.

All of these considerations are reflected in the form and content of the Workshop Package as it is now published.

Initial plans and specifications for the Package were reviewed by more than 90 leaders in education in March 1977. These leaders were asked to evaluate the plans and suggest modifications in light of:

- their assessment of the training and technical assistance needs of education institutions and agencies related to the attainment of Title IX compliance and sex equity
- their evaluation of strategies available for meeting identified training and technical assistance needs
- their knowledge of resources which would facilitate the development and dissemination of the Workshop Package

Working drafts of the Package materials were field tested and evaluated in 19 workshops implemented by subcontractors in the various HEW regions. Eleven workshops for elementary-secondary educators and eight workshops for postsecondary educators were implemented from September 1977 through January 1978. During the field test workshops, the Package was evaluated by workshop facilitators, workshop participants, and on-site evaluators. Final copy of the Workshop Package was completed after analysis of all of the evaluations obtained during the field test workshops.

An Overview of the Workshop Package

Both the Workshop Package for Elementary-Secondary Educators and the Workshop Package for Postsecondary Educators provide training session outlines and participant's materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. Each package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions"; they are designed to provide general information and experiences which are relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. Each of the components of the Workshop Package corresponds to one three-hour workshop session; a component includes both a detailed step-by-step session outline for facilitators and the materials designed for participant use during the workshop sessions.

The sequence (and titles) of the workshop sessions for elementary-secondary educators is outlined below; there is a written component in the Workshop Package for Elementary-Secondary Educators which corresponds to (and bears the same title as) each of these workshop sessions.

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities:

- The Administrator's Role

  Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"

  Session B - "Monitoring Title IX Implementation"

- The Teacher's Role

  Session A - "Identifying and Overcoming Sex Bias in Classroom Management"

  Session B - "Identifying and Overcoming Bias in Instructional Materials"

- The Counselor's Role

  Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"

  Session B - "Identifying and Overcoming Bias in Counseling Materials"

- The Vocational Educator's Role

  Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Context"

  Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"

- The Physical Activity Specialist's Role

  Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"

  Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"

- The Community's Role

  Session A - "Building a Knowledge Base for Change"

  Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX

- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools

- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools

- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972

- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others

- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance

- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures

- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving

- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas

- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs

- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts

- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions

- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions

- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

Although the content of the Package for Postsecondary Educators has been designed to address the unique needs of personnel of postsecondary education institutions, its organization and sequence parallel those of the Package for Elementary-Secondary Educators. The three Generic Sessions, although different in content, are the same in title and objectives as those for elementary-secondary educators. Application Sessions for postsecondary educators include: The Administrator's Role, The Counselor's Role, and The Teacher Educator's Role. (Application Sessions for faculty, for student services personnel, and for physical activity personnel have been developed in draft form and may be published in the future.)

Materials which supplement the basic components of the Workshop Package are also available. Two Participant's Notebooks, one for elementary-secondary educators and one for postsecondary educators, have been developed. These Notebooks contain all the worksheets used by participants during the three Generic Sessions; they also include substantial reference material which highlights or expands the content presented in these sessions, and an annotated listing of resources relating to Title IX and the achievement of sex equity in education. (Although the Generic Sessions may be implemented using only the participant's materials included with the session outlines, the reference material and resource listing included in the Participant's Notebooks make the use of these notebooks desirable wherever possible.)

A Final Context for the Workshop Package

Three major assumptions underlie the total Workshop Package, assumptions which should be kept in mind during its use:

- Title IX is one part of a total educational equity movement.

  Title IX is an evolutionary step in our nation's efforts to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

  Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race; national origin; religion; cultural identity; sex; mental, emotional, or physical handicap; and social class--and work to ensure that the needs of all students are provided for.

- Our nation's concern for educational equity is a reflection of changes in our society; the achievement of educational equity is a crucial step in ensuring the survival of a viable society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is affected by widespread social, economic, and technological change. Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal.

- The movement for educational equity is an important vehicle for educational reform.

Educators can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Efforts to attain educational equity can contribute to implementation of many of the basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity.

It is hoped that the Workshop Package and materials will assist its users in actualizing these assumptions and providing greater equity and higher quality education for all students.

HOW TO USE THESE MATERIALS

The following materials are one component of the multicomponent workshop package Implementing Title IX and Attaining Sex Equity. They provide resources and a step-by-step guide for implementing one three-hour workshop session, which is one session within the fifteen-hour workshop sequence outlined in the total Workshop Package.

The material in this session outline may be used in several ways:

- as the design and supporting material for a three-hour session which is presented as part of a 15-hour (two and one-half day) workshop on Implementing Title IX and Attaining Sex Equity
- as the design and supporting material for one of a series of five three-hour sessions utilizing the Workshop Package as a basis for a sequence of periodic seminars on Title IX and sex equity for education and/or community personnel
- as stimulus material for the adaptation and design of other activities or materials which can assist education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for teacher education programs
- as resources for training-of-trainers programs

Implementing Title IX and Attaining Sex Equity: A Workshop Package has been developed to facilitate its implementation by personnel with limited experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the package or considering use of any package component may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop session design appropriate for the purposes of groups for which it may be implemented?

The Workshop Package has been developed to address the needs of education personnel with a diversity of experience and familiarity with regard to Title IX and sex equity. The workshop package sequence begins with a consideration of the need and rationale for Title IX; it moves through a detailed review of the Title IX regulation and the Title IX grievance process; it proceeds to an examination of the application of the Title IX regulation and sex equity principles to the particular day-to-day job functions of various groups of education personnel; and it concludes with an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity.

Workshop planners and training personnel should carefully review both the general objectives of each workshop session and the purposes of specific session activities (both are listed in the session outlines) in order to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the outline for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the workshop package emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop session facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

All session outlines also involve the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action-planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

These procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop session personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

A) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participants learning styles

B) they follow a logical progression from awareness building, to problem exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities

2. How much flexibility is desirable in implementing a session outline?

The session outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this session have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the outline to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

Flexibility is critical with regard to observance of the suggested timelines which have been provided in the session outline. These timelines tend to be highly concentrated. It will require most facilitators and groups to move at a brisk pace if all of the activities are to be completed in the time allowed. (Most of the sessions could benefit from an expansion of time allocated to each activity.) The timelines are general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator(s) must be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate to a particular situation or group.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

3. How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outlines were designed for implementation in three-hour periods, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary the facilitator(s) should consider the following:

A) Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

- Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal pacing of the session activities.

- Cognitive activities--Each session outline includes a lecturette(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecturette can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecturette to ensure that all members of the group have a common frame of reference for subsequent activities.

- Experiential activities--Experiential activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of this activity is to help participants assess for themselves the implications of the information presented for day-to-day activities.

- Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

- Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B) Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in lecturette or information sheet form may be distributed to participants prior to the workshop.

C) Reduce the amount of time spend on exercises and worksheets.

One way that the timelines for the session can be cut is to ask participants to consider only a limited number of cases or situations presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways which the participant materials may be used after the workshop.

4. What personnel are needed for the implementation of the session outline?

Although this session outline has been developed to facilitate its use by personnel of varying backgrounds, the selection of personnel to facilitate workshop activities is a critical factor in the implementation of any session. While the session outline may be implemented by a single facilitator, it is desirable to utilize a team of two or more facilitators. Use of a team has the following advantages:

- it increases the likelihood of ensuring both content expertise (knowledge of Title IX and sex equity principles in education, of the structure of education agencies, or Federal and state nondiscrimination laws, etc.) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the session outline

- it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented

- it makes it possible to increase the diversity of training styles and areas of expertise, and thus to accommodate the diverse learning styles and needs of workshop participants

If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities. Persons with responsibility for workshop administration and for such tasks as participant registration, distribution of materials, and general problem solving should also be designated, particularly when the workshop involves a large number of people.

5. How should facilitators prepare for the implementation of the workshop session?

Effective implementation of the training session requires careful facilitator preparation. Facilitators should take ample time to do the following:

- thoroughly review the session outline and all participant materials

- prepare notecards outlining the sequence and the general directions for participants

- prepare their own outlines of the suggested lecturettes so that they may present the information provided in their own style (in no case should a facilitator read from the session outline during session implementation)

- identify points where information or activities could be omitted in the event that more time is needed in an earlier activity

If a team of facilitators is used, it is essential that the group meet together to:

- assign various responsibilities to the team members, making sure that each individual is clear about her/his role in appearing before the group, monitoring individual and small group work, preparing charts or materials, and working with other team members
- designate one person as the person responsible for providing continuity throughout the workshop and making decisions as to necessary adaptation of timelines
- discuss individual reactions to activities and ways that adaptations might be made if necessary
- consider the various styles represented in members of the team and the ways that the team might work together for maximum effectiveness

6. How should participants be involved in the workshop initially?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

7. What participant materials are needed to implement the session?

All materials which are required for participant use during a workshop session are attached to the session outline; these may be reproduced for distribution to session participants. Although the participant materials for each session are fairly extensive (and thus require some financial expenditure to reproduce in quantity), they are important to the successful implementation of the session because:

- they provide quick reference information for participants with little prior background
- they support and highlight the information provided by facilitators and allow participants to be actively involved in the training process
- they permit individual problem assessment and skills testing by participants related to session concerns
- they reinforce participants' workshop session experiences and provide participants a document for continuing on-the-job reference or use

(It should be noted that although all required participant materials are attached to the corresponding session outlines, a more comprehensive Participant Notebook has been developed and published as one component of the Workshop Package. This notebook includes not only all worksheets used during the three Generic Sessions, but also additional reference material and an extensive annotated listing of resources related to Title IX and sex equity. Ideally, each participant should receive a copy of this full Participant's Notebook and a copy of all worksheets for the Application Sessions which are appropriate to their role--e.g., adminstrator, counselor, etc.

8. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. The workshop package requires a room sufficiently large to accommodate all participants for the generic sessions and small break-out rooms for each of the application group sessions provided. Moveable tables and chairs facilitate the creation of an informal environment and the implementation of small group activity. Attention should be given to ensuring that facilities are well lighted, at a comfortable temperature and well ventilated, and within access of restrooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the workshop.

The equipment to be utilized in the session is specified in the training outline. Care should be taken to make arrangements well in advance of the workshops for the use of equipment to check just prior to the session to ensure that the equipment is available and in working order.

9. What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

    - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

    - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

    - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

    - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

  - Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

BUILDING A KNOWLEDGE BASE FOR CHANGE

Outline for Application Session A For Community Group Members

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

THE COMMUNITY CHANGE AGENT AND TITLE IX:
BUILDING A KNOWLEDGE BASE FOR CHANGE

APPLICATION SESSION A
FOR COMMUNITY GROUPS

Session Specifications

Session population: Members of community groups, parents, and other persons not employed by school systems

Session objectives: The objectives of Application Session A include:

- to provide participants with a formulation of the functions of community involvement in educational change and of the rights and responsibilities of community change agents
- to outline a knowledge base of information useful to community change agents working to ensure the implementation of Title IX and the attainment of sex equity in schools
- to provide participants an opportunity to assess their own knowledge base and general skills related to effective functioning as change agents for sex equity and to identify personal goals for increasing their effectiveness
- to provide participants with an opportunity to assess their knowledge of Title IX compliance in their own communities and to establish a baseline for future monitoring efforts

Time required: Three hours

Materials needed:

For participant use:

- "Influencing Schools For Change: Where Have We Been and Where Are We Going?"--Community Worksheet 1 (attached to this session outline)
- "Assessing Our Knowledge Base for Change"--Community Worksheet 2 (attached to this session outline)
- "Monitoring Title IX Compliance in Your Community's Schools: Establishing A Baseline"--Community Worksheet 3 (attached to this session outline)

For facilitator use:

- A chart (on newsprint, acetate transparency, or chalkboard) listing the objectives of the session (see Section I of this Session Outline)

- A chart (on newsprint, acetate transparency, or chalkboard) of the three questions utilized in Section I (see Section I of this Session Outline)

- Newsprint and markers (one each for every three participants)

Facilitators required: Although the session could be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials

- review suggested lecturettes and comments and adapt them to accommodate unique group needs and facilitator style

  - Introductory comments (see Section I of this Session Outline) (10 minutes)

  - Lecturette--"Schools and the Community: The Role of the Change Agent" (see Section III of this Session Outline) (10 minutes)

  - Lecturette--"Building a Knowledge Base For Change" (see Section V of this Session Outline) (15 minutes)

  - Lecturette--"Title IX Monitoring and Enforcement Strategies" (see Section VI of this Session Outline) (20 minutes)

- prepare charts as identified in "Materials needed" section of these Session Specifications

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies required: Overhead projector and transparencies, chalkboard and chalk, or newsprint and marker; pencils for each participant

THE COMMUNITY CHANGE AGENT AND TITLE IX: BUILDING A KNOWLEDGE BASE FOR CHANGE

APPLICATION SESSION A FOR COMMUNITY GROUPS

Session Agenda

I.	INTRODUCTORY COMMENTS	TIME REQUIRED: 10 MINUTES
II.	INFLUENCING SCHOOLS FOR CHANGE: WHERE HAVE YOU BEEN AND WHERE ARE YOU GOING?	TIME REQUIRED: 30 MINUTES
	A. Introduction	(1 minute)
	B. Individual activity--"Influencing Schools For Change: Where Have you Been and Where Are you Going?"	(5 minutes)
	C. Small group discussions	(14 minutes)
	D. Total group processing	(10 minutes)
III.	SCHOOLS AND THE COMMUNITY: ASSESSING OUR KNOWLEDGE BASE FOR CHANGE	TIME REQUIRED: 45 MINUTES
	A. Lecturette--"Schools and the Community: The Role of the Change Agent"	(10 minutes)
	B. Individual activity--"Assessing Your Knowledge Base for Change"	(10 minutes)
	C. Small group discussions	(15 minutes)
	D. Total group processing	(10 minutes)
IV.	A KNOWLEDGE BASE FOR ACHIEVING SEX EQUITY IN SCHOOLS	TIME REQUIRED: 20 MINUTES
	A. Lecturette--"Building a Knowledge Base For Change"	(15 minutes)
	B. Questions, answers, and total group discussion	(5 minutes)
V.	BREAK	TIME REQUIRED: 10 MINUTES
VI.	TITLE IX MONITORING AND ENFORCEMENT STRATEGIES	TIME REQUIRED: 60 MINUTES
	A. Lecturette--"Title IX Monitoring and Enforcement Strategies"	(20 minutes)
	B. Questions and answers	(5 minutes)
	C. Individual activity--"Monitoring Title IX Compliance in Your Schools: Establishing A Baseline"	(10 minutes)
	D. Small group discussions	(15 minutes)
	E. Total group processing	(10 minutes)
VII.	SUMMARY COMMENTS	TIME REQUIRED: 5 MINUTES
		TOTAL TIME REQUIRED: 180 MINUTES

I. INTRODUCTORY COMMENTS TIME REQUIRED: 10 MINUTES

Purpose of the activity:

The purposes of this activity are:

- to introduce session facilitator(s) to the participants
- to provide participants with an overview of the Application Sessions for Community Groups
- to provide participants with a review of the objectives for Application Session A

Materials needed:

- A chart (on newsprint, transparency, or chalkboard) of the objectives for Application Session A for Community Groups:

  Objectives for Session A

  - to consider the functions of community involvement in educational change and the rights and responsibilities of community change agents
  - to outline a knowledge base of information useful to community change agents working to ensure the implementation of Title IX and the attainment of sex equity in schools
  - to assess our own knowledge base and general skills related to our functioning as change agents for sex equity and to identify personal goals for increasing our effectiveness
  - to assess our knowledge of Title IX compliance progress in our own community's schools and to establish a baseline for future monitoring efforts

- A chart (on newsprint, transparency, or chalkboard) of the following three questions:

  1. What changes do I wish to see made in schools; what are my goals for the schools in my community?
  2. What steps can I as a concerned citizen/member of a community group take to bring about these changes in schools; what are my goals for community action?
  3. What steps can I take to increase my own personal effectiveness as a change agent; what are my goals for increasing personal knowledge/skills in this area?

Facilitator preparation required:

The facilitator(s) should:

30

- thoroughly review the complete session outlines for Application Sessions A and B For Community Groups and all participant materials

- review objectives for Session A and relate objectives to the activities outlined for the session

Procedure:

The purposes of this activity are to introduce the session facilitator(s), to provide participants with an overview of the the Application Sessions for Community Groups, and to share with the participants the objectives for Application Session A for Community Groups.

The session facilitator should begin by ascertaining that all participants are in the correct application session--that they are parents, representatives of community groups, citizens, or that they have elected to focus on community involvement concerns during the workshop. The facilitator should describe the purpose and format of the application sessions, making the following points:

- The application sessions are designed to provide participants with the opportunity to work with people in roles similar to theirs (in this case, members of community groups and citizens concerned about sex equity in schools) in exploring issues related to Title IX implementation and the achievement of sex equity which are particular to their role.

- There will be two three-hour application sessions conducted for each application group. These sessions are sequential, not interchangeable. It is important that the participants attend both application sessions designed for their group. Time will be provided after the two application sessions to work again with people in other roles; the final workshop session will be a generic session involving all participants.

Next, the session facilitator should take a moment to introduce her/himself and to provide a brief description of her/his involvement in issues of Title IX sex equity as they relate to citizens and community groups. Any housekeeping information necessary--restroom location, availability of pencils and paper, scheduling of refreshments, etc.--might be presented at this time.

The session facilitator should then begin the introductory comments which can provide participants with a frame of reference for considering the Application Sessions for Community Groups. She/he should post both charts so that they are visible to participants during the comments.

Suggested introductory comments:

"Each of you has come to this workshop as a person who is concerned about the implementation of Title IX and the achievement of sex equity in the schools in your communities. The goal of your activities is to influence schools in ways that can increase sex fairness and sex equity in educational policies.

"As persons not employed by the schools you are involved in the most basic process of our democratic society--that of influencing our institutions to respond to the goals and needs which are articulated by citizens. When you are influencing schools for change, you are serving as change agents; you are performing functions which are essential to our society.

"In order to function effectively as a community change agent working for sex equity in schools, you need to keep in mind the three questions you see writen on the chart:

1. What changes do I wish to see made in schools; what are my goals for the schools in my community?

2. What steps can I as a concerned citizen/member of a community group take to bring about these changes in schools; what are my goals for community action?

3. What steps can I take to increase my own personal effectiveness as a change agent; what are my goals for increasing my personal knowledge/skills in this area?

We will be considering each of these questions in various ways throughout these two application sessions; we hope that you keep all three in mind as we move through the session activities.

"Some of you come to this session with a great deal of experience and 'know-how' in working in the community for change. Others come to this session as your first involvement with concerns related to sex equity in education. Throughout the session we hope that each of you will both share your insights and experiences with other participants and identify and seek out those persons who may be able to serve as resources for you. Throughout the session you will have opportunities for such sharing in small group activities and in total group discussions.

"The focus of this workshop is on the implementation of Title IX and the achievement of sex equity. During the generic sessions you've been exposed to a considerable amount of the content of Title IX and the context which may be used for understanding it origins, provisions, and development.

"At this point in the workshop we turn to an examination of the process by which Title IX may be implemented and the specific roles that persons in the community can perform in that process.

"An understanding of the roles you perform as community change agents begins with the knowledge that change in schools and change in the community are interdependent. If your communities' schools are to implement Title IX and to achieve sex equity it will be necessary for citizens and community groups to:

- articulate the demand and the goals for achieving sex equity in educational policies, programs, and practices

- organize community action and support around goals related to the implementation of Title IX and the achievement of sex equity

- monitor progress toward the implementation of Title IX through the identification of problems and the reinforcement of positive achievement

- advocate specific programs and actions which can lead to Title IX implementation and the achievement of sex equity in schools

- provide expertise and assistance which may be needed by schools in their change efforts

"Effective performance of any of these functions of the change agent is a complex task. Few of us have the opportunity or the necessary knowledge and skills to perform all of these functions. We can, however, identify those functions which we can perform, and we can work with others with complementary skills to achieve common goals. Determining what to do and how to do it is the most difficult part of any change effort. The next two sessions are designed to assist you in finding solutions to these problems.

"During Session A we will be concentrating on the knowledge base which is essential to our effective functioning as change agents working to attain sex equity in schools. If we are to be maximally effective, it is important that we have a knowledge base which we use for the design and implementation of change efforts. During this session we'll be identifying the components of a knowledge base for achieving equity in schools and building a framework for later action planning. Throughout this process we will focus on assessing our own knowledge and skills so that we may both identify goals for our own development and better determine how and where to focus our time and energies. We'll also be considering information which can help us to establish goals for our schools.

"During Session B, we will focus on 'Building Our skills For Change.' In this session we will work to assess and refine several specific change skills--skills related to identifying goals for schools, to identifying community action alternatives, and to planning action programs. We will be focusing on the ways that we identify our change goals and organize and involve others in the achievement of those goals. In Session B, we will be emphasizing setting goals both for schools and for community action. As we move through the two sessions we hope that you will consider the implications of the activities and information provided in light of the three questions listed on the chart and in light of their relevance to the situation in your own community.

"Now that we have a general outline of the activities of Application Sessions A and B for Community Groups, let's review the specific objectives for this first session:

- to consider the functions of community involvement in educational change and the rights and responsibilities of community change agents

- *to outline a knowledge base of information useful to community change agents working to ensure the implementation of Title IX and the attainment of sex equity in schools*

- *to assess our own knowledge base and general skills related to our functioning as change agents for sex equity and to identify personal goals for increasing our effectiveness*

- *to assess our knowledge of Title IX compliance progress in our own community's schools and to establish a baseline for future monitoring efforts."*

Opportunities for questions and answers should be provided before moving to the next activity.

II. INFLUENCING SCHOOLS FOR CHANGE: WHERE HAVE YOU BEEN AND WHERE ARE YOU GOING?

TIME REQUIRED: 30 MINUTES

(A)	Introductory comments	(1 minute)
(B)	Individual activity--"Influencing Schools for Change: Where Have You Been and Where Are You Going?"	(5 minutes)
(C)	Small group discussions	(14 minutes)
(D)	Total group processing	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants an initial opportunity to assess past experiences and identify future goals and needs related to working to achieve sex equity in schools
- to provide the session facilitator with an indication of the questions which participants would like to have answered
- to provide the session facilitator with an indication of the resources represented within the group

Materials needed:

For participant use:

- "Influencing Schools for Change: Where Have You Been and Where Are You Going?"--Community Worksheet 1

For session facilitator use:

- newsprint, markers, and tape; or chalkboard and chalk

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials
- review introductory comments
- review Community Worksheet 1 carefully and be prepared to process participant comments regarding the material considered in the worksheet

Procedure:

A. Introductory comments (1 minute)

The introductory comments should outline the nature of the individual activity, its purpose, and the procedure to be followed.

Suggested introductory comments:

"A beginning point for considering how each of us can influence schools for change is to assess our own experiences, goals, and needs as change agents working for sex equity. Such an assessment can help us to be clear about what we want to achieve in the future, and about the things that we can do to increase our effectiveness in achieving these goals.

"If you will now take out Worksheet 1, entitled 'Influencing Schools for Change: Where Have You Been and Where Are You Going?.' we are going to ask each of you to give some thought to the questions provided and write your answers on the sheet. It should take you about 5 minutes to complete the worksheet.

"After you've answered the questions, we're going to ask you to form a group with two other participants and compare your answers. Later, we'll discuss the responses in the total group as a means of learning more about one another's experiences and building a common frame of reference."

B. Individual activity--"Influencing Schools for Change: Where Have You Been and Where Are You Going?" (5 minutes)

As participants complete the worksheets, the facilitator(s) should be present to answer any questions which may arise. The facilitator should allow about 5 minutes for individuals to complete the worksheets.

C. Small group discussions (14 minutes)

After participants have had a minimum of 5 minutes to complete the worksheet the facilitator should encourage them to form groups of three to compare and to discuss their responses for approximately 14 minutes. She/he should circulate through the room to identify issues which might be raised during the total group processing.

D. Total group processing (10 minutes)

When most of the small groups have had an opportunity to discuss the information on their worksheets, the facilitator should initiate a discussion in the total group and process the comments raised during the discussion.

Processing may be facilitated by having a second facilitator or a participant make notes of the points raised on newsprint or the board. As the session facilitator leads the group in a reporting of their responses, a second person should make short concise notes on the sheet of newsprint/chalkboard. The object of this note-taking is to obtain a sampling of responses provided by participants and reinforce the responses; there is no need to ensure that every individual's response is recorded.

Particular attention should be given to processing the last two questions on the worksheet, which ask participants to identify the questions they would most like to have answered during the session and the information, knowledge, or experience they would like to share. Participants' responses to these questions provide the facilitator(s) with an indication of the points which should be clarified and the resources within the group which may be used throughout the session.

Questions which assist participants to analyze the group's responses should be asked during processing. These include questions such as:

- What similarities did you see in your experiences in influencing schools for change?
- What differences were evident in comparing your experiences in influencing schools for change?
- What are the primary changes which should be made in schools in your community?
- What is your role in assisting schools to change?

The activity should be concluded with some closing remarks which emphasize the following points:

- Our effectiveness as change agents working to achieve Title IX implementation and sex equity in schools is determined, in large measure, by the following factors:
    - the degree to which we are able to specify concrete change goals for schools
    - the degree to which we are able to identify and organize community resources (organizational, human, and financial) to support and work for these goals
    - the degree to which we can identify strengths and weaknesses in our personal skills and knowledge related to the change effort and design our action steps appropriately

  This worksheet is only one way of evaluating where we are with respect to each of these abilities. Participants should continue this evaluation process throughout the various session activities.

- Each of us has information, skills, and experiences which are valuable to other persons in the session. Because there will be opportunities for sharing of information during the session, it is useful to begin now to identify the resource persons in the group who would be helpful to you and to seek out opportunities to talk to them during the next two sessions as well as during other informal times during the workshop.

The activity should be concluded by giving some indication as to the questions raised by participants which will be considered during the session and those which probably cannot be addressed. This will give participants a chance to seek other sources of information. The list of questions which the participants have identified should remain posted and accessible during Application Sessions A and B for Community Groups. The facilitator should refer to these questions when appropriate.

III. SCHOOLS AND COMMUNITY: ASSESSING YOUR KNOWLEDGE BASE FOR CHANGE

TIME REQUIRED: 45 MINUTES

(A) Lecturette--"Schools and the Community: The Role of the Change Agent"	(10 minutes)
(B) Individual activity--"Assessing Your Knowledge Base for Change"	(10 minutes)
(C) Small group discussions	(15 minutes)
(D) Total group processing	(10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to review with participants the ways in which community involvement serves schools
- to review with participants the functions and rights of the community change agent working to influence schools
- to provide participants with a framework for considering a knowledge base which can facilitate their efforts for influencing schools
- to provide participants with an initial opportunity to assess their knowledge base and to identify goals for increasing their knowledge/skills in influencing schools for change

Materials needed:

For participant use:

- "Assessing Your Knowledge Base for Change"--Community Worksheet 2
- Newsprint and marker for every three participants

For facilitator use:

- Masking tape

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and participant materials
- review suggested lecturette and adapt it to accommodate unique group needs and facilitator style

Procedure:

A. Lecturette--"Schools and the Community: The Role of the Community Change Agent" (10 minutes)

This lecturette is designed to introduce participants to two basic formulations which will underlie the Application Sessions for Community

Groups:

- the interdependence of change in the schools and change in the community
- the knowledge base which persons working as community change agents will need to have if they are to bring about change in schools

It also reviews the basic functions which community persons must perform while working to attain sex equity in schools.

Suggested lecturette:

"We opened this session with some general comments on the role of the community in working for sex equity in schools. You've spent some time considering your own past efforts and future goals in this area. We would now like to spend some time considering in greater detail the role of the community in changing schools, and outlining the types of knowledge that we need to function effectively in the role of a community change agent working to achieve sex equity in schools. Analyzing our role as change agents and considering the knowledge we need to perform this role are two of the first steps we can take to increase our effectiveness.

"You may recall that during the first workshop session the point was made that schools must respond to two paradoxical demands. First, schools are expected to conserve and preserve the knowledge and experience of the past, transmitting it to children as a means of preparing them for the roles they must perform as adults.

"At the same time, schools are expected to anticipate changes in the society of the future. One of the major problems facing schools today is that they've generally been more effective at preserving and transmitting the experience of the past than they have at preparing students to meet the needs of the present and the future. In transmitting the experience of the past--its values, assumptions, and attitudes--schools have often functioned to transmit the inequities and injustices of the past and to maintain discrimination and stereotyping.

"These two demands made upon schools illustrate the nature of the relationship between schools and the community or society of which they are a part. This relationship is one of reciprocity; each is both influenced by and influential on the other. Either institution (the school or the community) can facilitate the development and progress of the other, just as either one can retard the development of the other.

"It is important to remember that those of us working to achieve change in schools are in fact working to achieve social change. Change in schools is more likely to occur when it is supported by change in other social institutions. At the same time, change in schools is likely to contribute to change in these other institutions.

"Because changes in schools and changes in communities are interdependent, it is important that our approach to working as community change agents to implement Title IX and to achieve sex equity in schools be two pronged. We must work to:

- influence the schools to eliminate discrimination and to provide equity in their policies, programs, and practices

- influence the community to support goals of sex equity in schools and to allocate its resources to achievement of these goals

"To accomplish both of these tasks, we must promote an ongoing dialog between our schools and our communities so that they may support one another in change efforts. Such a dialog can serve four major purposes:

- it provides a channel of communication between the community and the schools regarding the needs of the community as they relate to goals and objectives of education programs

- it provides a mechanism whereby community groups can advocate changes and exert efforts to achieve these changes in the schools

- it provides a mechanism whereby the schools can interpret their programs, operations, and needs to the community

- it provides a method of accountability whereby the community can evaluate the degree to which schools are achieving the desired outcomes

"Maintenance of this dialog between schools and the community is not only our right as citizens but also our responsibility. If schools are to be influenced by the community and to remain accountable to the community, it is essential that community groups and citizens perform several basic functions. We mentioned these in the introduction to this session; but because of their importance, we'll review them again here. Generally, these functions involve:

- articulating goals for education
- organizing community support and resources for achievement of these goals
- monitoring progress toward these goals
- advocating specific actions for goal achievement
- providing expertise and assistance which may be needed by schools in their change efforts

"Knowing that you have the right and responsibility to be involved in influencing schools for change is only the first step. The second step is building the information and knowledge base that you will need for determining your action goals, identifying the individuals and groups you need to involve, selecting the strategies and actions which are most likely to be effective, and organizing individuals and groups in carrying out your action plans. The third step is actually identifying your goals for schools, identifying your alternatives for community action, planning your action strategy, and implementing your plan.

"For the rest of this first application session we will be focusing on the second step--building the knowledge base for change. In the second session we will be working on the final step--planning for action.

"If you are interested in influencing schools for change toward sex equity, you will need a knowledge base of four basic elements. These include:

- *knowledge of the organization and structure of the schools in our communities and of the methods for working within that structure and organization (whom to ask for what)*
- *knowledge of the community--the persons/organizations concerned about equity, the influence structure, and the human and financial resources of the community (whom to involve for what purposes)*
- *knowledge of the present status of Title IX implementation, of the specific ways that equity is denied students and employees, and of the actions/programs that may be used for the elimination of inequity (what specific action steps to ask for)*
- *knowledge of our personal goals, motives, skills, and commitment toward working for Title IX implementation and the achievement of sex equity (what can we and are we willing to do to influence schools for change)*

"Before examining these elements of the knowledge base in further detail, let's take a look at some of the ways we can develop this knowledge base. We're going to ask you to use Worksheet 2, entitled 'Assessing Your Knowledge Base for Change' as a means of helping you consider where you are in the development of your knowledge base for change and where you want/need to be to increase your change agent effectiveness."

B. Individual activity--"Assessing Your Knowledge Base for Change" (10 minutes)

The facilitator should introduce the activity with comments similar to the following:

"The purpose of this worksheet is to give you some concrete ways of assessing your knowledge base. It asks you to identify some of the experiences you have had which can help to develop your knowledge in the four areas we've delineated, and it asks to rate yourself on several general kinds of skills. Your answers to the questions on the first pages should help you to formulate the goals for increasing your capabilities which you are asked to identify on the last page of the worksheet.

"Please take about 10 minutes to complete this worksheet. When you have finished we will be asking you to discuss your responses with other persons from your community or other members of the group. Please give particular attention to the last two questions. These questions urge you to begin to establish your personal goals for increasing your knowledge base or your skills for change-agent activities. After you've had a chance to complete and discuss your worksheet we'll be considering some of the issues it raises in a total group discussion and in a brief lecturette."

The participants should be given about 10 minutes to respond to the questions outlined on Community Worksheet 2--"Assessing Your Knowledge Base for Change." The session facilitator should be available during this time to clarify questions or to provide any additional information which may be needed.

C. Small group discussions (15 minutes)

When most participants have completed the worksheet, they should be asked to form groups of three to discuss their responses. The facilitator should suggest that if several participants are from the same community, they may find it useful to work together. Fifteen minutes should be provided for these small group discussions.

The facilitator should provide each small group with a sheet of newsprint and a marker. One person in the group should be asked to list the goals identified by group members for increasing their personal effectiveness as change agents. When the small group discussions have been completed, the sheets should be posted on the wall with masking tape for use during the total group processing.

D. Total group processing (10 minutes)

When the newsprint sheets have been posted, the facilitator should begin to process the activity. The group processing might begin with a summary review of the goals on the newsprint. After this review, the facilitator might encourage discussion by asking questions such as:

- Are there similarities or patterns in the goals listed?
- What knowledge and information was most likely to be represented in your responses to the questions?
- What skills were most likely to be represented in your group?
- What major strengths did you identify in your group?
- Do your personal goals for increasing your knowledge, experiences, and skills seem to be specific--will you know when have accomplished them?
- Were you able to identify actions that you could take to accomplish the goal(s) you selected? What are some of the actions you identified?

After the group has had an opportunity to consider the types of goals that have been identified and the answers to the questions raised during the total group discussion, the facilitator may wish to summarize this activity and prepare for the activity which follows with comments such as:

"This worksheet has provided us with an initial assessment of our knowledge base as change agents working for sex equity in schools. We will have opportunities throughout the two application sessions to refine our assessment--to further identify our strengths and our needs for improvements.

"In a few minutes we will be describing each of the areas of the knowledge base in more detail, but before we do it is important to highlight one point: the worksheet asked you to assess your knowledge by asking you to identify some of your experiences. We gain knowledge related to acting for change in schools by experience and 'on-the-job training.' Identifying those experiences which you lack can provide you with ideas as to how you might gain greater knowledge.

"It is also interesting to note that in a worksheet on knowledge you were asked to identify your skills. As we assess and extend our knowledge related to specific issues of sex equity, it is important to remember also that we may possess a number of more general skills which we may apply in our efforts to achieve sex equity in schools. We need to make sure we have knowledge of our own general skills so that we may utilize them effectively in working for change.

"Now we would like to consider in greater detail the knowledge base needed for working as a change agent for sex equity in schools--for determining our action goals and implementing action plans. We've talked about the kinds of experiences which can contribute to this knowledge base; now we'd like to discuss the kinds of information which might be gained from these experiences and how this information might be used."

IV. A KNOWLEDGE BASE FOR ACHIEVING SEX EQUITY IN SCHOOLS

TIME REQUIRED: 30 MINUTES

(A) Lecturette--"Building a Knowledge Base for Change" (15 minutes)
(B) Questions, answers, and total group discussion (5 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an overview of the knowledge base that is needed for effective efforts to influence schools for change
- to provide participants with a frame of reference for identifying additional goals for increasing their knowledge base for change

Materials needed: None

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs and facilitator style

Procedure:

A. Lecturette--"Building a Knowledge Base for Change" (15 minutes)

The purpose of this lecturette is to expand on the framework provided during the previous activity "Assessing Your Knowledge Base for Change." The information provided during the lecturette is directed toward assisting participants to clarify the components of the knowledge base identified in the preceding activity and to provide them with a frame of reference for identifying additional goals for increasing their knowledge base.

Suggested lecturette:

"During the previous activity we identified four components of the knowledge base which are necessary for effective change efforts related to sex equity. Worksheet 2 was designed to assist you in thinking about the types of experiences and knowledge included in each area, and in identifying goals for increasing your knowledge base and the ultimate effectiveness of your efforts. Let's take a few minutes at this time to consider in a little more detail each of the components of the knowledge base which were outlined earlier: knowledge of the organization and structure of schools, knowledge of the community and its resources, knowledge of Title IX and sex equity, and knowledge of our own personal skills and capabilities. Why is each of these important?

- Knowledge of the organization and structure of the schools

Knowledge of the organization and structure of the schools should enable us to answer three questions:

- Who is responsible for what activities or functions within the schools?
- Where are those persons located in the organization of the school system?
- What is likely to be their primary concern or their frame of reference for considering problems of sex equity?

When we identify specific change goals for schools or possible community action steps, we can increase the probable success of our efforts if we know how the school system is organized, the persons who have responsibility for the activities within our concerns, and the ways that we can increase the likelihood of a positive response.

Most school districts are organized around four levels of decisionmaking and responsibility. The roles performed in each of these levels include:

School governance

The governance or policy-making group for most districts is an elected or an appointed board of education. This governance body has primary responsibility for establishing school policies and for policy decisionmaking regarding the overall programs and operation of the schools.

Because the school board is the group with ultimate policymaking responsibility, it is essential that community groups and citizens ensure that school board members know of the need for sex equity in educational policies, programs, and practices and of the community's support for efforts toward achieving such equity. Community groups and citizens should make an effort to influence board members to support sex equity programs and to make sure that issues of sex equity are considered and treated in positive ways. The influence process should include informing board members of the issues, providing factual information as to the need for positive programs, and reinforcing board members who are supportive of sex equity goals. Information regarding the positions and voting records of board members on equity issues may be collected and disseminated to the community.

It is especially important that board members hear from community groups when:

- an issue of policy development or implementation is involved
- an issue of budget or expenditures is involved
- an issue of major new program development is involved

- the board is considering the appointment of key administrators and should be reminded of the need to observe principles of sex-fair recruiting and hiring

- school administrators have particularly supported or resisted implementing Title IX compliance efforts or sex equity programs

Administrative staff

Executive responsibility for the day-to-day operation of the schools is assigned to school administrators. These include both the persons in the central district offices who have top managerial responsibility and the principals and program directors within the various school buildings. Administrators have the responsibility for the implementation of policy, the design of educational programs, the monitoring and evaluation of programs, and the general supervision of service delivery and support staff.

Research indicates that the superintendent and other key administrators in a system are a major determinant of the success of change efforts. As the chief executive officer of the district, the superintendent provides a role model for other employees, thus playing a major role in reinforcing or inhibiting change efforts. Similarly, building principals can play an important leadership and role-modeling function. If administrative staff support Title IX implementation and sex equity programs, they provide a major reinforcement for other staff efforts.

Community groups should direct actions toward school administrative staff when the objectives are related to:

- the development/modification of specific education programs

- the design/implementation of programs of inservice training and staff development

- the supervision of service delivery staff who have particularly supported or resisted Title IX compliance efforts or sex equity programs

Service delivery staff

Ultimate responsibility for the delivery of nonsexist educational services to students falls on the shoulders of the teaching and counseling staff of the school district. Community groups and citizens need to recognize the importance of these persons in the achievement of sex equity and to ensure that activities and programs are provided to teaching and counseling staff which can assist them in the acquisition of the knowledge and skills necessary for the delivery of nonsexist educational services.

Community groups should make certain that the school system provides the necessary information and training to service delivery staff when:

- new policies or program efforts related to sex equity are being proposed or implemented (e.g., when previously sex-segregated programs are integrated, when curriculum modifications are made)

- there is evidence of frequent and continuing discriminatory or problem behavior by service delivery staff

Support services

When we think of school personnel, we may overlook the many support service personnel who are essential to the operation of a school district (e.g., custodial, food service, clerical, and transportation employees). Many of these personnel have daily interactions with students, and they carry out responsibilities which are essential to the development of nonsexist environments and programs.

Community groups should work to:

- ensure that all staff have understanding and skills for the maintenance of nonsexist behaviors and environments

- examine, identify, and eliminate inequality in the salaries, benefits, or privileges of all employees of either sex

"As we work to identify our change objectives for increasing sex equity, we need to begin to think through our communications with the schools and the needs and the methods to be used for involving various groups working within the schools. Knowing whom to talk to for what purpose is a critical variable for successful change efforts.

"The second area which we identified as a major part of the knowledge base for influencing schools for change is:

- Knowledge of the community--the persons/organizations concerned about equity, the influence structure of the community, and the human and financial resources of the community

Lasting change in schools is seldom obtained without the development of a community consensus regarding the desirability of the change. In our society, organizations are important vehicles for accomplishing goals which affect the community; organized community groups can act to exert pressure on schools to change and to reinforce positive school efforts toward sex equity. Multiple pressures or forces for change usually increase the likelihood of positive responses. The building of ad hoc coalitions of community organizations around particular mutual interests is an important change strategy.

An effective change agent needs to know the persons/organizations in the community who are interested in human and civil rights and who are influential in matters relating to schools and education. These organizations may include service organizations, women's organizations, parent groups, human and civil rights groups, neighborhood associations, etc. In addition, change agents need to have a working knowledge of the leadership of such groups, the types of programs or actions they are likely to support, and the particular resources of the various groups.

Every community has a number of formal and informal power structures which are important to consider whenever change efforts are being organized. Knowing whom to talk to about what is an important skill in positive change efforts.

"The third component of the knowledge base identified on the worksheet is:

- Knowledge of the present status of Title IX implementation, the specific ways that equity is denied students and employees and the actions/programs that may be used for the elimination of inequity

One of the sources of influence or power in any situation is information. Although it is not essential that representatives of community groups and citizens have indepth information on specific problems and possible steps for corrective actions before advocating sex equity efforts in schools, possession of such knowledge is a definite asset in change efforts. School personnel often have only fragmentary understanding of the implications of the Title IX requirements for their own programs or of the steps which can facilitate the achievement of Title IX implementation or sex equity. (Inaction or denial by school personnel may result from confusion or lack of understanding rather than active disagreement with goals advocated by community members.) One of the useful roles that persons outside the school system can perform is to supply information regarding the Title IX requirements and to provide assistance in the identification of noncompliance and the design of modifications or programs which can assist the achievement of sex equity.

Community representatives are likely to encounter two major problems in providing such information and developing specific recommendations for actions/programs to achieve sex equity. The first is obtaining access to information which is essential to effective identification of problems and design of corrective programs/actions.

Numerous state and Federal laws regarding access to information affirm the rights of citizens/community groups to information collected or maintained under public funds.

- Title IX requires the school district to retain records of the modifications and remedial steps which have been undertaken as a result of the district's institutional self-evaluation procedure. These must be on file for a three-year period after the completion of the self-evaluation. Community groups should be aware of the existence of these records.

- Most states have some form of public records statute or right-to-know law. In most instances these laws give citizens the right to inspect, to copy by hand, or to receive photocopies of written records which the schools maintain.

- The Family Education Rights and Privacy Act of 1974 (commonly known as the Buckley Amendment) provides that under most conditions no one other than a student's parents may be shown certain identifiable student records without the written consent of the student (or, in the case of elementary-secondary school students, the student's parents). However, summary information or information which does not reveal the identity of the student is not covered by this Act.

- In most communities, school board meetings are public meetings, and any interested person may observe the meeting and make statements at appropriate times. In most cases, records of school board meetings are public documents and open to inspection by citizens.

Although the right of citizens to information is specified in such laws and policies, community representatives may need to exert a considerable amount of effort and use a variety of methods (interpersonal, political, or legal) for obtaining such information. When possible, community members should try to maintain positive relationships with the schools without being distracted from the need to examine data regarding the provision of sex equity.

A second major problem for many community representatives is understanding how to state specific recommendations or suggestions in ways which are consistent with the frame of reference of school personnel. Spending time with key personnel and enlisting their insight and support in designing specific recommendations and programs usually pays off. In numerous instances successful change efforts have resulted from collaboration and planning among persons working inside the school system who can provide key information, and representatives of community groups who can advocate actions based on this information.

In a few minutes we'll be examining the specific coverage of the Title IX regulation which provides a framework for our design and implementation of change-agent efforts. Designing recommendations and actions within the framework of the requirements of the Title IX regulation increases the likelihood that the recommendations/programs are perceived to be relevant to the interests of the district.

"The final component of the knowledge base outlined during the last activity is:

- *Knowledge of our personal goals, motives, skills, and commitment toward working for Title IX implementation and the achievement of sex equity in schools*

  Perhaps the most important part of the knowledge base to be considered in designing and implementing change efforts is that related to our own goals, motives, skills, and commitment. Few of us are likely to work for change in areas which are outside our interests or values. It is important that we have a clear idea as to our personal goals and skills for involvement in change efforts if we are to make wise determinations of the ways we want to be involved and to obtain satisfaction from such involvement. Knowing our own skills helps us to identify persons or groups who can supply skills which we may lack or skills which complement our own."

B. Questions, answers, and total group discussion (5 minutes)

The facilitator should encourage any questions or ideas that participants may wish to raise. If there are no questions, the facilitator should encourage discussion by such comments and questions as:

"Let's take a few minutes now to go back to your responses on Community Worksheet 2--'Assessing Your Knowledge Base For Change' and see if you would answer the questions in the same way or if you have comments or questions which you want to add at this time.

- *In terms of your experience, have these components of a knowledge base for achieving sex equity been useful?*
- *How did you obtain the knowledge base which was necessary to influence schools?*
- *In what ways could you increase your knowledge base and effectiveness in carrying out efforts to influence schools for change?*
- *What other types of knowledge would be useful to you as you design, implement, or re-evaluate your action goals/efforts?*

The following point may be used for summarizing the group discussion.

- Developing a knowledge base or doing the necessary homework is an essential ingredient of change efforts. Although we may never be able to anticipate all of the knowledge and information that may be useful in our efforts, we can increase the likelihood of our effectiveness by spending some time collecting relevant information and preparing for change efforts.

The facilitator should prepare participants for the next activity by comments such as:

"So far in this session we have focused on evaluating our own knowledge base as change agents working for sex equity in schools and we have set general goals for increasing our effectiveness as change agents.

"In a few minutes we are going to focus in greater detail on one aspect of our knowledge base--our knowledge of Title IX implementation in our own schools and communities and the ways we may expand and utilize this knowledge. During Generic Sessions One and Two we examined the context of Title IX and the requirements of the Title IX regulation. At this point we're going to continue consideration of Title IX and turn our attention toward the monitoring of Title IX compliance in our own districts and the ways we can collect and analyze information necessary for such monitoring.

"As we go through the next activities, remember to keep asking yourself the three questions we posted on the chart.

1. What changes do I wish to see made in schools; what are my goals for the schools in my community?
2. What steps can I as a concerned citizen take to bring about these changes; what are my goals for community action?
3. What steps can I take to increase my own personal effectiveness as a change agent; what are my goals for increasing my knowledge/skills in this area?

"Monitoring is the process we can use to determine specific answers to the first question, regarding the specific changes which should be made by and in the schools in our own communities. The information gained through the monitoring process can also help us to identify the types of community action which might be used to encourage schools to accomplish the necessary changes; it can help us to answer question two on the chart. As we discuss monitoring, we should also keep in mind the third question on the chart and attempt to identify ways in which we can improve our monitoring effectiveness.

"We'll take a 10-minute break now and return to discuss these issues in greater detail."

V. BREAK TIME REQUIRED: 10 MINUTES

(The facilitator should note that this break is not scheduled until 105 of the 180 minutes allotted to Session A have elapsed. The break has been designed for this interval because the first 105 minutes have a fairly high degree of participant interaction and activity variation which should not impose a too-heavy burden on participant attention. The break as scheduled gives participants an interruption between the 15 minute lecturette which follows it. If these were uninterrupted except by the brief question/answer session which follows the lecturette in Section IV, participants would be required to maintain attention through almost 35 minutes of lecturette.

Facilitator(s) may, of course, choose to modify this sequence after assessment of group needs and responsiveness.)

VI. TITLE IX MONITORING AND ENFORCEMENT STRATEGIES

TIME REQUIRED: 60 MINUTES

(A)	Lecturette--"Title IX Monitoring and Enforcement Strategies"	(20 minutes)
(B)	Questions and answers	(5 minutes)
(C)	Individual activity--"Monitoring Title IX Compliance in Your Schools: Establishing A Baseline"	(10 minutes)
(D)	Small group discussions	(15 minutes)
(E)	Total group processing	(10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with a context for understanding Title IX monitoring
- to increase participants' understanding of enforcement mechanisms available under Title IX
- to provide participants with an outline for evaluating Title IX compliance in their schools and for establishing a baseline for future monitoring efforts
- to provide participants with another opportunity to evaluate their Title IX knowledge base

Materials needed:

For participant use:

- "Monitoring Title IX Compliance in Your Community's Schools: Establishing A Baseline"--Community Worksheet 3

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs and facilitator style

Procedure:

A. Lecturette--"Title IX Monitoring and Enforcement" (15 minutes)

The purpose of this lecturette is to provide participants with a context for considering the continuing monitoring activities which may be undertaken by citizens or community groups to promote Title IX implementation and the achievement of sex equity in their schools. In addition, the lecturette outlines the enforcement mechanisms available under Title IX--the internal grievance process and the Federal administrative complaint process. A brief discussion of the issue of the private right to sue under Title IX is also included. (Following the lecturette, participants will have an opportunity to review an outline for monitoring Title IX implementation.)

Suggested lecturette:

"If we are to function effectively as community change agents working to attain sex equity schools, we must undertake two different kinds of activities:

1. *We must monitor our schools' efforts to implement Title IX and to attain equity.*

2. *We must organize community resources and activities which can influence schools' Title IX sex equity efforts.*

For the remainder of this first session, we will turn our attention to the monitoring process. In Session B, we will be considering community action alternatives. We will discuss the basic activities involved in monitoring and the enforcement mechanisms which are open to us when we identify instances of noncompliance with Title IX.

"You will recall that one of the components of the knowledge base for achieving sex equity which was outlined in the earlier activities was a knowledge of the present status of Title IX implementation. During earlier sessions we've discussed the importance of Title IX implementation and the role of community groups in monitoring schools' progress in the implementation of Title IX. At this point we're going to consider the specifics of our monitoring of Title IX. What is involved in monitoring Title IX? What information do we need? How can we obtain such information?

"Monitoring is the process we use for assessing the progress which schools are making toward Title IX implementation and for determining the specific actions which schools should take to extend or accelerate that progress. Monitoring of Title IX is particularly important to all sex equity efforts since the Title IX regulation provides basic standards for identifying sex discrimination in education programs, policies, and practices.

"Monitoring involves three basic activities:

- *Collecting data or information related to Title IX compliance*

  The first steps in monitoring Title IX compliance are to: (1) determine the data or information to be collected (i.e., identify the questions which are to be answered), and (2) develop and implement methods for collecting the data desired.

  The Title IX regulation provides a general outline of the types of questions which might be investigated in initial monitoring efforts. In a few moments we will be reviewing a worksheet which suggests some of the areas which might be examined. (In your workshop materials, you will also find a brief checklist on 'Monitoring Title IX Compliance in Your School District: An Introductory Checklist for Community Groups.' This checklist identifies some of the specific questions which might be asked in an initial Title IX monitoring effort.) The results of such early Title IX-focused efforts may often suggest more specific Title IX questions for subsequent monitoring, or they may suggest more general sex equity concerns for future attention.

  The data collection methods which should be used in monitoring will depend on the nature of the information required. Where the information needed involves a matter of policy or formalized procedure, it may be possible to obtain information through a formal request to the school district. If, on the other hand, the information needed involves the implementation or impact of a policy, procedure, or practice, other methods of data collection may be required. These might be formal--hearings, investigations, task force reportings--or informal--conversations with parents, staff, and students, personal observations, etc.

- Analyzing the information or data collected to determine its implications for Title IX compliance progress

After information or data are collected, it is essential to analyze the data to determine their meaning and implications. For example, once we have obtained budget figures and activity listings for the competitive athletic program offerings for females and males, we need to examine these in light of information regarding the athletic interests and abilities of both sexes to determine whether the program meets the interests and needs of both equally. Or, if we know that fifteen grievances regarding the discriminatory application of student behavior codes have been filed under the district's internal Title IX grievance procedure, we need to determine whether these involve a single particular issue or many different issues, whether they involve a single employee or building or employees and buildings throughout the school system, etc. The results of such analyses provide information which is critical to the third step of monitoring--identifying priorities and alternatives for school action.

Generally, as we analyze information or data collected, we should seek to identify:

- progress which has been made in various areas of concern
- particular problems which emerge or continue
- needs for consolidating, increasing, and/or rewarding progress made
- needs for dealing with problems which have been identified
- areas in which further collection or analysis of information is desirable

- Identifying school action priorities and alternatives

The third and most important activity in the monitoring process is the identification of the actions which schools should take in response to the issues--progress or problems--delineated through data collection and analysis (steps one and two of the monitoring process). It is important to note that in this last step of the monitoring process, the focus is on identifying change or action goals for schools. Because our community action efforts should be tailored to the particular goals we establish for schools, it is useful to clarify our goals and priorities for school change before we begin to consider the community action alternatives which might be implemented to promote achievement of these goals. (Developing intervention strategies through which the community can work to influence schools to undertake these actions will be considered as a separate process later in the workshop.)

If action goals for schools are to have meaning to the school personnel who must ultimately accomplish their achievement, it is important that goals be stated as specifically as possible and with reference to existing school policies, programs, or practices. This specificity is made possible by effective data collection and analysis.

Schools are most likely to be able to implement the desired change if you are able to:

- identify the specific policies, programs, or practices which require modification
- delineate the particular changes which should be made to correct or remedy the problems identified
- suggest reasonable timelines for the completion of progressive change steps

"The difficulty of obtaining the kinds of specific and relevant information we've just described is a continuing problem for most community members or groups engaged in monitoring efforts. Knowing the specific information to request and the sources through or in which it might be found maximizes the likelihood of obtaining necessary and relevant data. For this reason it is essential that you understand the requirements of the Title IX regulation as they apply to local schools and school districts and the routine data collection and reporting activities of the school district. Once you have identified the information you seek, you may be able to locate at least portions of it in such standard documents as reports to the board of education, reports submitted to state and Federal agencies, policy handbooks, student handbooks, curriculum guidelines, employment application forms, budgets, organizational charts, etc.

"This Title IX monitoring sequence is complete when you have identified discrepancies between Title IX regulatory requirements and the policies, programs, or practices of your school or school district, and translated these discrepancies into the particular change or action steps which should be taken by schools to achieve Title IX compliance and to ensure nondiscrimination.

"After you have identified your change goals for schools, you must move to the second activity we described earlier--the organization of community resources and action efforts which can influence schools toward equity.

"In Session B, we will be discussing a variety of action efforts which might be undertaken by citizens and community groups for this purpose. Before we do, however, we should make sure that we are familiar with the two enforcement mechanisms provided under Title IX. Utilization of either or both of these mechanisms--the local Title IX grievance procedure and the Federal administrative complaint procedure--

is the most direct action which can be taken to influence schools to work toward equity. Both mechanisms may be utilized by individuals without organizational resources. Let's review both of these enforcement mechanisms and the ways in which each might be used, both by individuals and community groups.

- The local Title IX grievance procedure

One of the procedural requirements of the Title IX regulation is that education agencies adapt and publish grievance procedures which can provide prompt and equitable resolutions of student and employee complaints alleging any violation of the Title IX regulation. This grievance procedure should have been established by July 22, 1976.

When we are working to find solutions to problems identified by community monitoring efforts, we should consider the possible use of the local grievance procedure. The grievance procedures of most of the Title IX regulation although a few school districts have extended the grievance procedure to include grievances related to possible race discrimination and instances of sex bias which may not be covered by the Title IX regulation.

You will recall from the generic session on the Title IX grievance procedure that the only standard specified in the Title IX regulation is that the procedure must provide for the prompt and equitable resolution of complaints of violations of Title IX. The information outlined in the generic session provided a number of additional standards and suggestions for ensuring the prompt and equitable resolution of complaints. Given the absence of Federal standards for the procedure, local procedures vary widely; it is important that community groups monitor and utilize the grievance procedure in four ways.

1. Examine the grievance procedure that has been developed by your school district and evaluate the adequacy of its provisions. The worksheets used during the generic session provide you with criteria for evaluating the adequacy of the structure of your district's grievance procedure. If you find that it could be strengthened and improved, develop recommendations for necessary changes and work with school administrators and the school board to improve the grievance procedure.

2. Monitor the actual implementation of the grievance procedure. Development of an adequate grievance procedure is only a first step. If the grievance procedure is to be effective, its implementation must also be adequate. Community groups should find out if students and employees know about the procedure and how to use it, whether it is being utilized, the types of grievances which have been filed, and the disposition of grievances filed. This information may be obtained by interviewing students and employees, or by inquiries to school administrators or the Title IX coordinator. A checklist which you may use for evaluating the implementation of the grievance procedure is included in the 'Reference Materials' section of the Participant's Notebook.

3. Utilize the grievance procedure for dealing with possible noncompliance identified through monitoring efforts. The Title IX regulation requires that the grievance procedure be made available to students (and parents of students who are filing on behalf of their elementary or secondary school children) and employees. There is no requirement that the grievance procedure be made available to community groups or to citizens filing on behalf of students or employees. The extension of the use of the Title IX grievance procedure to such groups is the option of the school district.

   If this option is provided in the local grievance procedure, community members or groups may use this procedure for solving problems which may be identified through monitoring activities. If the option is not provided, community groups may wish to influence the school board or the district administration to extend the use of the grievance procedure to include community groups or citizens acting on behalf of students or employees. In some communities, community organizations not eligible to utilize the grievance procedure themselves have developed services to assist grievants or potential grievants in the filing and pursuit of their grievance.

4. Local grievance procedures should be used in enforcement and problem-solving efforts by eligible citizens or community groups when:

   - there is reason to believe that the school district is unaware of the violation of the Title IX regulation

   - there is a belief or indication that the grievance procedure is being administered in the context of a sincere effort of problem solving within the school district

   - it is important to document possible Title IX violations and efforts to correct such violations prior to filing a complaint with the Office for Civil Rights, the Department of Health, Education, and Welfare (HEW), or to publicizing the ineffective implementation of the procedure

"The primary advantage of the grievance procedure to its users is its ready accessibility. It provides an opportunity for problem resolution at the level where the resolution must be implemented (the local education agency); it may provide for relatively rapid and inexpensive resolution of the problem; and it provides the local education agency with an opportunity to identify and deal with Title IX-related problems without outside intervention.

"The weakness of the grievance procedure is that its effectiveness is dependent upon the commitment and good faith efforts of the local agency to implement the procedure in an open climate of problem identification and solution. If the procedure is implemented in a manner which suggests resistance on the part of the agency to examine, correct, or redress possible noncompliance with Title IX requirements, it will not function as an effective method of enforcement to the grievant or as a method of problem solving for the agency.

- The Federal administrative complaint procedure

A second enforcement mechanism which is provided under Title IX is the filing of a complaint with the national or regional Office for Civil Rights, HEW. This action may be taken after the unsatisfactory use of an internal grievance procedure, simultaneously with the filing of a grievance, or without use of the grievance procedure.

Complaints may be filed by individual students and employees and/or organizations authorized to act on behalf of a student(s) or employee(s). Complaints may be filed with the national or regional Office for Civil Rights (OCR) within 180 days of the alleged violation.

A complaint should include the following information:

- name and address of the person(s) or group filing the complaint
- who (what person or group) has suffered discrimination
- the names and addresses of the persons who have suffered discrimination if they number three or fewer persons
- name and address of the school district or institution charged with discrimination
- when the discrimination occurred
- a description of the discriminatory act(s)

The Office for Civil Rights investigates complaints after they have been received. The local district is notified shortly after OCR receives a complaint. A letter of findings of the investigation is sent to the district and the complainant after the investigation has been completed. Although OCR has made an attempt to complete investigation of complaints within 105 days of receipt of the complaint, they are currently operating with a considerable backlog of uninvestigated complaints and are in the process of developing procedures for expediting their investigations and reducing their complaint backlog.

If OCR makes a finding of discrimination, procedures which must be undertaken by the district for correction of the discrimination are specified. If attempts to resolve the matter fail, OCR may institute administrative procedures which can result in suspension or termination of Federal assistance and denial of further awards; or they may refer the case to the Department of Justice with a recommendation for court action to achieve compliance without withdrawing Federal assistance.

The identity of the person(s) filing the complaint is kept confidential if possible. It is sometimes impossible to investigate a complaint without the identity of the complainant becoming known. Agencies are prohibited from discharging or discriminating against any employee or student because she/he has made a complaint or assisted with an investigation.

Filing of a complaint is suggested when:

- the complainants prefer not to use the local grievance procedure
- evidence suggests that the grievance procedure is not being effectively implemented
- evidence suggests that a grievance will not be resolved within the 180-day limit for the filing of complaints
- a grievance has been resolved in a fashion considered to be inequitable by the complainant

The primary strength of the complaint process is that it provides a method for involving OCR as an outside third party in consideration of the alleged discrimination. Because of the strength of the sanctions possible under the complaint procedure (suspension or termination of Federal funds), many education agencies find it desirable to negotiate voluntary compliance efforts if discrimination is found.

Its weakness is the amount of time frequently required to obtain a resolution of the complaint, the adversary attitudes which may be created during the process, and the threat of possible retaliation perceived by many potential complainants.

You will notice that one method of enforcement which is often discussed but which has not been mentioned here--that of filing a private court action to enforce Title IX rights. The right of an individual to file a private suit for this purpose has been the subject of the recent court case Cannon v. University of Chicago (12 EPD 11175 (7th Cir. 1976)). The most recent finding in the case is that no such right is in fact extended to the individual solely by Title IX. (The individual may, however, be able to join a Title IX cause of action with an otherwise valid Constitutional claim.) It was the opinion of the court that the Federal administrative complaint procedure provides the individual adequate recourse in circumstances of possible discrimination. It is anticipated, however, that further action will be brought in the case. Individuals or groups wishing further information on this subject should obtain legal counsel, as the exact implications of this case are not clear at this time.

"Utilizing one or both of these two enforcement mechanisms--the internal Title IX grievance procedure and the Federal administrative complaint process--some of the most direct actions which can be taken by a citizen or a community group to correct instances of noncompliance *with Title IX which are identified through monitoring efforts. There are many other strategies which may be used. We will be discussing these in the next session.*

"In preparation for this, we are going to spend some time on a worksheet designed to help you to think about your own monitoring activities."

B. Questions, answers, and total group discussion (5 minutes)

The facilitator should provide the opportunity for participants to ask any questions they may have or to add additional relevant information before moving into the individual activity.

C. Individual activity--"Monitoring Title IX Compliance in Your Schools: Establishing A Baseline" (10 minutes)

The worksheet to be used in this activity provides participants with an opportunity to:

- assess their knowledge of Title IX implementation in their schools
- review the areas covered by the Title IX regulation
- identify areas for further monitoring of the progress of Title IX implementation in their schools
- identify needs to improve their knowledge base relevant to Title IX monitoring efforts in their communities' schools

It is important that participants understand that it is unlikely that they will be able to answer all the questions on the worksheet. Rather, the worksheet should be used as a guide for determining those areas around which monitoring and problem-solving activities should be organized. The facilitator should note that the worksheet also asks participants to identify sources or methods for obtaining the information which they may need. A list of possible sources is provided for participant use, but the facilitator may wish to provide additional guidance to participants during the total group processing. The facilitator should also note that the time allocated for individual completion of the worksheet is short. This reflects the anticipation that most participants will find the questions difficult to answer individually, and will find the group discussion time more useful.

The activity may be introduced by comments such as the following:

"Worksheet 3, entitled 'Monitoring Title IX Compliance in Your Community's Schools: Establishing A Baseline' provides you a format for reviewing the Title IX compliance activities of your schools and for identifying those areas where you may wish to focus your monitoring efforts. It also gives you another chance to assess the third component of the knowledge base identified earlier--your knowledge of Title IX implementation in your school district.

"Please read through the questions as a means of reviewing the scope of Title IX regulation requirements. You will note that the worksheet asks two kinds of questions: one with regard to your schools' compliance progress, the other with regard to sources and methods of obtaining information as to this progress. In those instances where you have knowledge of whether or not the schools in your community have or have not implemented the item specified, please answer yes or no in the appropriate blank. If you do not know whether or not the schools in your community have taken action with respect to the item, then try to identify some ways you may obtain the necessary information. You will note that a sheet of suggested sources of information is also included for your use.

"The worksheet is designed to be relatively comprehensive; it is not anticipated that you will know the answers to each of the questions included in the worksheet. The worksheet provides you with an opportunity to:

- assess your knowledge of Title IX implementation in your community schools
- review the major areas covered by the Title IX regulation
- identify those areas where you may wish to focus your monitoring and action efforts
- identify areas in which you may want to improve your monitoring capabilities--your sources and methods for obtaining information related to Title IX compliance

"Please use the worksheet in the following way:

- Read the questions provided and answer them with a 'yes' or 'no' if you have the necessary information.
- If you do not know the answer to an item now, try to identify the methods/sources of information which could help you to find answers to the questions. Try to identify both the obvious sources of information (school documents, policy statements, reports) as well as more informal sources (your discussions with parents, students and staff; contacts with board members or administrators).
- Identify those areas which you feel need monitoring and community action.

"Spend about 10 minutes reading through the questions and completing the worksheet. Later, we're going to ask you to join other people and compare your ideas. If you are not clear as to the meaning of the questions or the importance of the questions, feel free to ask for clarification.

"This may seem to be a short time in which to complete what looks like a long worksheet, but you'll probably find that it goes faster than it may look. Don't spend too long a time on any single question;

try to get a general baseline as to how much you know about Title IX compliance in your schools, where you would like to focus in your monitoring efforts, and where you are with respect to your knowledge of information sources."

The facilitator(s) should move around the room to answer questions, clarify the task, or assist in any way possible.

D. Small group discussions (15 minutes)

When participants have read through the worksheet and responded to as many questions as possible, they should be asked to form small groups. Directions which might be given for this purpose include:

"Most of you have had an opportunity to read through the questions and answer those questions where you had the necessary information. We're now going to ask you to form groups of four to discuss your answers, particularly the possible sources and methods of obtaining information which you have identified. Be sure to spend some time comparing ideas as to ways of improving your monitoring effectiveness.

"If several of you are from the same community, you may wish to work together in comparing information regarding compliance in your community's schools. You will have about 15 minutes for the small group discussions."

E. Total group processing (10 minutes)

During the processing of this information the facilitator should re-emphasize the point that the questions asked on the worksheet are designed to specify areas for the collection and analysis of data. It was not anticipated that community group members would be able to answer all of the questions. They may be able to answer only a few of the questions. In this event the worksheet should be used as a tool for identifying those areas where information should be collected during future monitoring.

During the group processing of the activity, the facilitator should guide the discussion with questions such as:

- Which requirements are most likely to have been implemented?
- What steps can be taken at this point to encourage a more comprehensive effort in the implementation of compliance procedures, e.g., updating the institutional self-evaluation or revising grievance procedures?
- What do you feel are the most important sources and methods for obtaining information related to Title IX compliance progress?
- In what ways can you use the information collected and analyzed through the use of this worksheet?

In summarizing the discussion, the facilitator should make sure the following points are made:

- The procedural requirements for notification of policy, designation of responsible employee, establishment and publication of a grievance procedure, and provision of assurance statements are continuing. Schools have ongoing responsibilities in these areas.

- Although there is no requirement for periodic institutional self-evaluation efforts, some form of continuing evaluation/monitoring effort by the school district is essential to maintaining Title IX compliance.

- The questions on the worksheet suggest a structure for community monitoring and dialog with school officials regarding Title IX compliance.

VII. SUMMARY COMMENTS TIME REQUIRED: 5 MINUTES

Purpose of the activity:

The purposes of this activity are:

- to provide participants with a summary of the activities of the session
- to preview the activities of Application Session B for Community Groups

Materials needed: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials
- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

The facilitator should move from the previous activity into a summary of the session activities and a preview of the next Application Session for Community Groups. Comments which might be used include:

"The focus of this session has been on 'Building a Knowledge Base for Change.' During the session we've considered the relationship between schools and community, the knowledge base that can assist efforts to influence schools toward sex equity, and the needs and procedures for Title IX monitoring and enforcement. As you think back on these activities and your present knowledge base for change, consider the following questions: (The facilitator should deal with audience responses to each question.)

- *What do you consider the most important component of a knowledge base for change?*
- *What are your present observations regarding Title IX implementation in your community's schools?*
- *What are your personal goals for extending your knowledge base?*
- *What questions/concerns do you have at this time?*

"During Application Session B for Community Groups we'll move on to more action-oriented activities as we test and extend our skills for change. We will be considering the ways that we as community members can act to influence our schools toward Title IX compliance and sex equity efforts. We will be examining ways that we can strengthen our communications with schools and identifying specific action strategies for community intervention. In addition, we'll outline the ways

that you can develop plans for change. Strengthening your skills in these areas can help you to increase your effectiveness as a change agent."

Any necessary closing announcements should be made.

BUILDING SKILLS FOR CHANGE

Outline for Application Session B for Community Group Members

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

THE COMMUNITY CHANGE AGENT AND TITLE IX: BUILDING SKILLS FOR CHANGE

APPLICATION SESSION B
FOR COMMUNITY GROUPS

Session Specifications

Session population: Members of community groups, parents, and other persons not employed by school systems

Session objectives: The objectives of Application Session B for Community Groups include:

- to provide participants with an opportunity to assess and extend their skills in communicating with the schools regarding Title IX implementation and the achievement of sex equity
- to provide participants with an opportunity to assess and extend their skills in
  - applying Title IX requirements to day-to-day school situations
  - identifying change goals for schools
  - identifying action alternatives for community members/groups seeking to influence schools
- to provide participants with a method of establishing goals and analyzing action strategies related to the achievement of sex equity in schools
- to provide participants with an opportunity to extend their action planning skills
- to provide participants with the opportunity to initiate the development of an action plan

Time required: Three hours

Materials needed:

For participant use:

- "Influencing Schools for Change"
  - "Role Play Situations"--Community Worksheet 4 (attached to this session outline)
  - "Individual Analysis of Role Play Situations"--Community Worksheets 5-8 (attached to this session outline)
  - "Sample Role Play Situation Analyses"--Community Worksheet 5-8A (attached to this session outline)

- "Analyzing Strategies--Force Field Analysis"--Community Worksheets 9 (attached to this session outline)

- "Action Planning Guide"--Community Worksheet 10 (attached to this session outline)

- "Workshop Evaluation Form"--Community Worksheet 11

For facilitator use:

- Charts (on newsprint, acetate transparency, or chalkboard) of

  - "Session Objectives" (see Section I of this session outline)

  - "Guidelines for Observing Role Plays" (see section II of this session outline)

  - "Analyzing Change Strategies--Force Field Analysis" (see section IV of this session outline

- Newsprint and marker or chalkboard and chalk

Facilitators required: Although the session may be conducted by a single person, it is preferable in most cases to share responsibility among several persons (female and male) who possess both subject matter expertise and group process skills and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials

- review suggested lecturettes and comments, and adapt them to accommodate unique group needs and facilitator style

- Introductory comments (see section 1 of this session outline)	(5 minutes)
- Comments--"Guidelines for Observing Role Plays" (see section II of this session outline)	(5 minutes)
- Lecturette--"Establishing Change Goals" (see section IV of this session outline	(15 minutes)
- Lecturette--"Action Planning and Implementation" (see section V of this session outline)	(5 minutes)
- Summary comments (see section VI of this session outline)	(5 minutes)
- Closing comments (see section VI of this session outline)	(5 minutes)

- Prepare charts as identified in "Materials needed" listing of these session specifications

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies needed: Overhead projector and transparencies, chalkboard and chalk, or newsprint and marker; pencils and pads for each participant

THE COMMUNITY CHANGE AGENT AND TITLE IX: BUILDING SKILLS FOR CHANGE

APPLICATION SESSION B FOR COMMUNITY GROUPS

Session Agenda

I.	INTRODUCTORY COMMENTS	TIME REQUIRED: 5 MINUTES
II.	INFLUENCING SCHOOLS FOR CHANGE	TIME REQUIRED:75 MINUTES
	A. Individual activity--"Individual Analysis of Role Play Situations"	(10 minutes)
	B. Small group discussion of analyses	(15 minutes)
	C. Role plays and small group discussions--"Influencing Schools for Change: Role Play Situations"	(40 minutes)
	D. Total group processing	(10 minutes)
III.	BREAK	TIME REQUIRED: 10 MINUTES
IV.	ESTABLISHING CHANGE GOALS AND ANALYZING ACTION ALTERNATIVES	TIME REQUIRED: 35 MINUTES
	A. Introductory comments--"Establishing Change Goals"	(15 minutes)
	B. Small group activity--"Analyzing Change Strategies--Force Field Analysis"	(10 minutes)
	C. Total group processing	(10 minutes)
V.	ACTION PLANNING AND IMPLEMENTATION	TIME REQUIRED: 40 MINUTES
	A. Lecturette--"Action Planning and Implementation"	(5 minutes)
	B. Individual activity--"Action Planning Guide"	(10 minutes)
	C. Small group discussions	(20 minutes)
	D. Total group processing	(5 minutes)
VI.	SUMMARY AND CLOSING	TIME REQUIRED: 15 MINUTES
	A. Summary comments	(5 minutes)
	B. Completion of evaluation sheets	(5 minutes)
	C. Closing comments	(5 minutes)
		TOTAL TIME REQUIRED: 180 MINUT

I. INTRODUCTORY COMMENTS TIME REQUIRED: 5 MINUTES

Purposes of the activity:

The purposes of this activity are:

- to introduce any facilitator(s) assisting with the session who has (have) not been introduced to the group
- to provide participants with a review of the session objectives and the activities for the session

Materials needed:

For participant use: None

For facilitator use:

- a chart (on newsprint, transparency, or chalkboard) of the session objectives

Objectives for Session B

The objectives of Application Session B for Community Groups include:

- to assess and extend our skills in:
  - applying Title IX requirements to day-to-day school situations
  - identifying change goals for schools
  - identifying action alternatives for community members/groups seeking to influence schools
- to assess and to extend our skills in communicating with school personnel regarding Title IX/sex equity issues
- to establish goals for our communities' schools, and to utilize the force field analysis method for analyzing community action alternatives
- to review the action planning process as it may be applied to efforts to achieve sex equity in schools
- to develop an initial action plan for accomplishing change in our own communities' schools

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and participant materials
- review session objectives and relate objectives to the activities outlined for the session
- prepare chart of session objectives

Procedure:

The session facilitator should begin by introducing any persons who may be assisting during session B who have not been before the group before. In addition, any housekeeping information such as scheduling of refreshments, etc., should be provided at this time. The facilitator should display the chart of session objectives before beginning the comments.

Suggested introductory comments:

"This session, entitled 'The Community and Title IX: Building Skills for Change,' is designed to provide opportunities for testing and practicing skills which are relevant to our efforts to influence schools to change. You will recall that one of the activities of Session A was to identify your components of a knowledge base for change. These components included: knowledge of the structure of the schools, knowledge of our community and its resources, knowledge of Title IX implementation and the manifestations of sexism in schools, and knowledge of our own motives and skills for working for change. This formulation emphasized the content or information which is important to our work as change agents. We also discussed the monitoring process and the ways in which we might increase our knowledge of Title IX implementation in our schools.

"We would now like to turn to the way in which we utilize this knowledge base and the fruits of our monitoring--the way in which we plan, organize, and implement community interventions which can influence schools to achieve goals related to Title IX compliance and sex equity.

"At this point we are going to be giving attention to the process of change and the skills which are needed for this process. Numerous skills (such as communications skills, strategy development skills, planning skills, organizing skills, and many others) may be needed for implementation of your community effort. During this session we will be devoting primary attention to two sets of skills--communication skills and action planning skills. Other skills may be needed and used--but we hope that you will focus on communications and action planning as you are involved in the activities.

"The objectives of this session include the following:

- *to assess and extend our skills in:*
  - *applying Title IX requirements to day-to-day school situations*
  - *identifying change goals for schools*
  - *identifying action alternatives for community members/groups seeking to influence schools*
- *to assess and to extend our skills in communicating with school personnel regarding Title IX/sex equity issues*
- *to establish change goals for schools and to utilize the force field analysis method for analyzing community action alternatives to achieve these goals*

- *to review the action planning process as it is applied to efforts to achieve sex equity in schools*

- *to develop an initial action plan for accomplishing change in our communities' schools*

"As we move through the various activities of this session, remember to consider each in terms of the three questions we asked in the last session:

- *What does the activity suggest about the change goals I hold for the schools in my community?*

- *What does the activity suggest about the action goals I hold for my community?*

- *What does the activity suggest about my goals for my own personal growth?*

"These questions continue to reflect some of the basic considerations underlying each of the activities outlined for this session."

Opportunities for questions and answers should be provided before moving on the the next acitivity.

II. INFLUENCING SCHOOLS FOR CHANGE

TIME REQUIRED: 75 MINUTES

(A)	Individual activity--"Individual Analysis of Role Play Situations"	(10 minutes)
(B)	Small group discussions	(15 minutes)
(C)	Role plays and small group discussions--"Influencing Schools for Change: Role Play Situations"	(40 minutes)
(D)	Total group processing	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an opportunity to assess and extend their skills in identifying:
  - the implications of Title IX requirements for day-to-day school situations
  - change steps which could be implemented by schools to attain sex equity
  - interventions which might be made by community groups to encourage school action for equity
- to provide participants with guidelines for their communications with schools related to Title IX and the achievement of sex equity
- to provide participants with an opportunity to assess and to extend their communications skills which are relevant to influencing schools to change

Materials needed:

For participant use:

- "Influencing Schools for Change: Role Play Situations"--Community Worksheet 4
- "Individual Analysis of Role Play Situations"--Community Worksheets 5-8
- "Sample Role Play Situation Analyses"--Community Worksheets 5A-8A

For facilitator use:

- a chart on "Guidelines for Observing Role Plays"

Guidelines for Observing Role Plays

1. Was there an acknowledgement of the feelings or frame of reference of the other person?
2. Was the concern/problem stated directly and in a nonaccusatory manner?
3. Were points of agreement and disagreement regarding the nature and dimension of the problem clarified before alternative actions were discussed?

4. Was there a "yesable" request made by either person?

5. Was there an effort to establish a follow-up action before ending the meeting?

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials

- carefully read all role play materials and the accompanying sample analyses

- review suggested introductory comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Individual activity--"Individual Analysis of Role Play Situations" (10 minutes)

This activity uses written role play situations describing school-community interactions related to Title IX and sex equity issues in order to give participants an opportunity to assess and extend their skills in:

- applying Title IX requirements to day-to-day school situations

- identifying change goals for schools

- identifying action alternatives for community members/groups seeking to influence schools

(The same written situations will be used later to provide participants with an opportunity to consider their skills in communicating with school personnel through role playing the situations.)

Introductory comments:

"Throughout session A, we mentioned that the significance of the knowledge base that we were discussing was that it should assist us in identifying change goals for schools related to Title IX implementation and the achievement of sex equity, and developing and implementing effective community action efforts to influence schools in this change process. In the next few minutes, we would like to work on these two activities. We will be examining several examples of day-to-day school/community interaction situations related to Title IX and sex equity.

"We would like you now to read through the four school/community situations described on Worksheet 4, entitled 'Influencing Schools for Change: Role Play Situations.' These situations are the types of situations you might encounter in your monitoring efforts. We would like you to spend the next 10 minutes working on these worksheets, using your knowledge base to see whether or not you can determine:

- *the implications of Title IX for the situation described*
- *change-goals for schools--specific steps which schools should take to ensure implementation of Title IX and/or the achievement of sex equity*
- *action alternatives for community members--steps which community members/groups could take to influence schools to accomplish the specified change goals*

"You will have about 10 minutes to work individually. Please read the situations described on Worksheet 4; then use the first page of Worksheets 5-8 to identify the Title IX implications, school change-goals and community action alternatives relevant to each. Do not go on to the second page of Worksheets 5-8; we will be working on that in small groups a bit later.

"Please work through as many of the situations as you can in the next 10 minutes, but do not worry if you don't finish all four. There will be additional time to discuss them in small groups after you've looked at them individually."

The facilitator should allow about 10 minutes for the participants to complete Community Worksheets 5-8. She/he should be available to clarify any questions which may be raised.

B. Small group discussions (15 minutes)

After participants have spent approximately 10 minutes in individual work, the facilitator should ask them to form small groups of four persons each and to discuss their answers. During this time, the facilitator should observe small group discussions to ascertain whether participants are able to identify appropriate responses to the situations described. (Sample responses are outlined on Worksheets 5A-8A). If participants seem unable to identify appropriate responses, the facilitator may wish to modify this session design at this point, and spend a few moments discussing responses in the total group. She/he may wish to distribute/call attention to Worksheets 5A-8A, "Sample Role Play Situation Analyses," to participants at this time. (In this case, the facilitator should modify the role play activity--activity C--to reflect the reduced time for activity.) If participants are able to generate appropriate responses to the questions, the facilitator should move to the role play activity, reserving discussion of specific responses to the situations until the group processing activity which follows the role play (activity D).

In any case, the facilitator should check briefly with the group as to whether they felt comfortable in their answers to the worksheets before moving to the next activity.

C. Role plays and small group discussions--"Influencing Schools for Change" (40 minutes)

The purpose of the role plays/small group discussions, which utilize the same worksheets used in activities A and B, is to provide participants with the opportunity to extend their skills in communicating their knowledge and goals to school personnel. Such communications skills are crucial to effective community interaction with schools. Specific criteria which participants should follow in performing and observing the role plays are provided in chart form, in the suggested directions and comments, and on the second page of Worksheets 5-8. Before beginning the directions, the facilitator should display the chart on "Guidelines for Observing Role Plays."

Suggested directions and comments:

"Now that you've had an opportunity to apply your knowledge to specific school/community interaction situations (to identify Title IX implications, specific school change-goals, and community action alternatives), let's consider our skills for utilizing that knowledge in interactions with school personnel--our communications skills. If we are to be effective as change agents, we must ensure that we have the interpersonal skills necessary for communicating with others, in this case, with school personnel.

"We'd like you now to form groups of from eight to twelve persons and to role play the four situations you've just read. During this time we'll be looking at ways we can increase the effectiveness of our communications with the schools. Two persons will be role playing each situation, and others in the group will be serving as observers. As you either play the role or observe, we are asking you to perform/observe the communications between the two persons using the following guidelines. You will find these guidelines listed on the second page of Community Worksheets 5-8, and you see them listed on the chart which is posted.

"Guidelines which should be used for performing/observing the communications in the role plays are:

(refer to chart)

1. *Was there an acknowledgement of the feelings or frame of reference of the other person?*

One of the first things that we need to do in our communications is to acknowledge the frame of reference or feelings of other persons. This can be done in any number of ways. A simple way to acknowledge the perspective of a school official you may be visiting is to begin by thanking her/him for making time available to see you. (Remember that although it is the responsibility of schools to provide community members access to school officials, in the official's frame of reference a meeting may add an additional responsibility to an already full schedule. Acknowledging such a frame of reference may increase an official's receptiveness to your frame of reference.)

When it is appropriate, it is useful to indicate your awareness of the other person's feelings or perspectives at several times during a meeting or other lengthy interaction. Such an acknowledgement need not keep you from stating your own perceptions or frame of reference.

2. *Was the concern/problem stated directly and in a nonaccusatory manner?*

When we anticipate a negative or uninterested reaction to a concern we are raising, we may not state the concern/problem directly, or we may state the concern/problem in an accusatory fashion. We are likely to be more effective if the concern/problem is stated directly with an objective statement of the source of the data. Care should be taken to avoid making accusations or to assume a response before there is an opportunity to listen to the reactions of others and to learn more about the concern/problem. Although we should be prepared with strategies for dealing with a variety of responses, predicting a negative response may lead us to behave in ways which elicit that response.

3. *Were points of agreement and disagreement regarding the nature and dimension of the problem clarified before alternative actions were discussed?*

In individual and group discussions we frequently move to a discussion of action alternatives or to a decisionmaking point before agreement has been achieved regarding the nature of the problem. Lengthy and evasive discussion need not be permitted to delay necessary action, but it is important to seek clarification of points of agreement or disagreement before decisions are made by either party. Such clarification can facilitate the identification of appropriate action strategies. If additional information would assist problem clarification or resolution, the information to be obtained and a deadline for its procurement should be clearly identified.

4. *Was there a specific 'yesable' request made by either person?*

When you meet with school personnel, it is not your responsibility to assume their responsibilities for program development. You may, of course, raise a problem or concern without being responsible for identifying a solution. However, the degree to which you can make specific recommendations or suggestions as to the actions which should be taken with regard to a particular problem is likely to affect the probability of receiving a positive response to the issue. School personnel, like any of us, may fail to act if they lack knowledge or expertise in a particular area; they are more likely to act in the face of specific and knowledgeable recommendations. (It is in this area that your knowledge of Title IX and of school operations becomes relevant.)

It is also important to make sure that the request you make of a member of the school staff is within that person's scope of authority. (It is in this area that your knowledge of school structure should come into play.) Targeting your concern to someone who has the authority to address it is a critical factor in the success of your change effort. If, when you are in the middle of an interaction you discover that your original request is outside that person's sphere of responsibility, your 'yesable' request to that person might be to help you to identify or obtain an appointment with the appropriate person.

5. *Was there an effort to establish a follow-up commitment before ending the meeting?*

When meeting with school personnel, it is useful to establish some form of follow-up commitment before concluding the discussion. This could be a simple *follow-up of telephoning someone to provide them information or to obtain a response, or it may be a follow-up meeting with others, the development of a report, or the further clarification of a concern/problem. If school personnel do not initiate a suggestion for a follow-up action, the parent/community person might suggest such action. In this way school personnel are reminded of the need for action and of the community's continuing interest in this concern/problem.*

"At this time we're going to ask you to move into grups of 8-12 persons, and take turns role playing the situations provided on Community Worksheet 4. Those who aren't involved in a role play should observe and answer the first five questions which appear on page 2 of Community Worksheets 5-8. Remember that Community Worksheets 5-8 provide an analysis for each of the role play situations.

"During the role plays we would like you to give primary attention to communication skills. Each of you has had an opportunity to read the situations and to answer and discuss the questions asked on the first page of Worksheets 5-8.

"After you've moved into your small groups, we're going to ask you to do the following:

- *obtain two persons to volunteer to role play the first situation*
- *allow a few minutes for the persons to role play the situation (about 3 or 4 minutes)*
- *spend a few minutes in discussing the role play--its strengths and its weaknesses*
- *move on to role play the next situation with two other persons and follow the same procedure*

"Those persons not involved in the role play should observe and complete the questions which appear on Community Worksheets 5-8 for observing the role play. These observations serve as the basis of group discussion regarding the role play. We'll have about 35 minutes for this activity; complete as many situations as possible while allowing adequate time for group discussion. If you have questions please feel free to ask them."

Although all participants should be encouraged to participate as "players" in the role plays, adequate time should be provided for fruitful discussion of each completed role play. This may mean limiting the number of role plays that can be completed within the time allocated for the exercise. If experienced group facilitators are available, the session facilitator may wish to assign a group facilitator to each group. These group facilitators should ensure that most of the members of the group have an opportunity to participate and that the "feedback" or comments to the role players are useful and specific.

If the total number of participants is small (less than 16), the facilitator may wish to conduct the activity with the total group.

The facilitator should circulate among the groups and ensure that they are moving ahead with the role plays. Groups should be reminded periodically of the time remaining for the exercise.

C. Total group processing (10 minutes)

At the close of the small group activity, the facilitator should process the experience in the total group. Questions which can guide the processing of the exercise include:

- How easy was it for you to identify goals for school change and to communicate those in your role plays?
- How well were the five guidelines on the chart observed during the role plays?

Did the players:

- enter the frame of reference of the other person?
- state the problem/concern directly in a nonaccusatory manner?
- clarify points of agreement and disagreement on the problem?
- make a "yesable" request?
- establish some type of follow-up action?

- What communications skills were most difficult?
- What alternative actions could be taken by community members to deal with the concerns/problems other than the meetings with school personnel which were role played?

After some of the questions have been discussed in the total group, the "Sample Situation Analysis Worksheets" (Community Worksheets 5A-8A) should be mentioned by the facilitator. The session facilitator should explain that the participants may wish to compare their responses with those provided on Community Worksheet 5A-8A to gain some additional ideas as to the Title IX implications and alternative strategies. If time permits, such comparisons may be made in the total group.

In summarizing the activity, the facilitator may find it useful to make comments such as the following:

"In this activity, you have had an opportunity to utilize a multiplicity of skills which may be required of you as you monitor Title IX implementation and efforts to achieve sex equity in schools, and as you seek, as community members, to bring about change in schools. You have:

- *applied your knowledge of Title IX requirements to day-to-day school situations*
- *applied your knowledge of school structure and operations and of Title IX/sex equity issues to the identification of change-goals for schools*

- *applied your knowledge of community organization and resources to the identification of action alternatives for community members/groups*

- *applied your communications skills to a typical school/ community interaction which might arise during Title IX monitoring and community action efforts*

If you are to work effectively for sex equity in education, you will need to utilize all of these skills in your home community.

"In this activity, you were reacting to situations which we suggested to you. In the next activity, we would like to give you an opportunity to bring some of these skills to bear on a situation of your choice, one which you may identify in your own community. We would also like to suggest to you a specific method which you may use to begin to plan change-efforts in your own community.

"Before we do, however, let's take a 10 minute break."

III. BREAK TIME REQUIRED: 10 MINUTES

IV. ESTABLISHING CHANGE-GOALS AND ANALYZING ACTION ALTERNATIVES

TIME REQUIRED: 35 MINUTES

(A) Introductory comments--"Establishing Change-Goals" (15 minutes)
(B) Small group activity--"Analyzing Change Strategies -- Force Field Analysis" (10 minutes)
(C) Total group processing (10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to review with participants a method for formulating goals relating to Title IX/sex equity for the schools in their community
- to assist participants in the analysis of possible action strategies

Materials needed:

For participant use:

- "Analyzing Change Strategies-- Force Field Analysis"--Community Worksheet 9

For facilitator use:

- chart on "Analyzing Change Strategies--Force Field Analysis" (a reproduction of Community Worksheet 9)

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials
- prepare chart (on newsprint, transparency, or chalkboard) on "Analyzing Change Strategies--Force Field Analysis" (reproduce Community Worksheet 9 in chart form)

Procedure:

A. Introductory comments--"Establishing Change-Goals" (10 minutes)

The purpose of this activity is to provide participants with a technique for establishing goals for change in schools and for identifying possible community action alternatives. The work completed during this activity will be translated into the initial action plans to be developed in the following activity. Before beginning the introductory comments, the facilitator should display the chart on "Analyzing Change Strategies--Force Field Analysis."

Suggested introductory comments:

"In this activity, we'd like you to begin to become more specific in thinking about your own involvement within the schools in your community. If we are to be

effective in working as community change agents for sex equity in education, we need to be clear about our goals and to spend the time and effort necessary to develop systematic plans for the actions which we wish to take. This next activity focuses on the ways we can begin to develop change-goals for our schools and analyze the types of actions that we might take as community members to influence schools to achieve these goals.

"The common goal for all persons involved in this workshop is the implementation of Title IX and the attainment of sex equity. This general goal guides all our efforts, but it is necessary for us to select more specific goals as a means of establishing direction for our change efforts. These might be our goals for achieving sex equity in schools, our goals for organizing community resources, or our goals for personal growth as change agents. Examples of specific change-goals we might select for our school districts are:

- to increase the district's budget for girls' interscholastic sports programs
- to influence the district to adopt a strong training and recruitment program for women and minorities in educational administration
- to involve teachers and librarians in an analysis of sexism and racism in books and the development of nonsexist, nonracist resources for students and staff
- to elect informed persons who are committed to race and sex equity to positions on the school board
- to ensure the appointment of persons committed to race and sex equity to school advisory committees, e.g., the Vocational Education Advisory Committee

These and many more needed changes can serve as goals for our efforts in improving schools in our community.

"Establishing our goals is the most fundamental step in planning our community action efforts; our goals should provide direction for all of our subsequent planning and action activities. Because of the importance of this step, let's spend a minute considering the ways in which we set goals.

"The first step is identifying a problem area. This may be done through the monitoring process we discussed in session A. For example, if we discovered through monitoring that girls are not provided equal opportunity in interscholastic athletic programs this might be our problem area.

"The second step is to clarify our specific goal for the elimination of the problem. If we identify unequal opportunity in interscholastic athletics as the area in which we wish to focus, one specific goal for alleviating this inequity would be to increase the district's budget allocation for girls' interscholastic athletics.

"The third step is to refine our goal to the point where it is useful for planning purposes. In order to make certain that we have a goal useful for planning it is helpful to ask ourselves five questions.

What is to be changed? In our example, this 'what' would be the girls' athletic budget.

Who is to be changed? To answer this question we need to further specify our goal. The 'who' to be changed would probably be the school board members who are responsible for budget decisionmaking.

How will the change be achieved? Budget allocations usually require a formal action by the school board; the 'how' in this case would probably be through formal budget action by the school board. The 'how' might also refer to the degree of increase desired--for example, 40 percent.

When will the change occur? Again we need to further specify our goal. The next year's budget would be one possible 'when' answer.

Where will the change occur? The answer to the question can be simple in this case--our own school district."

At this point the facilitator should move to the chart and write a revised goal statement incorporating these answers. She/he may do so with the comment:

"Let's write our specific goal on this sheet and make sure we answer all of these questions. It might look this way:

> *To increase by 40 percent, through formal budget action of the school board, next year's budget allocation for girls' interscholastic athletics.*

A goal written in this fashion is useful because it is specific enough to:

- *help you in planning actions for its achievement (you now know the target for your actions--the schoolboard--and a timeline for their implementation--before next year's budget enactment)*
- *enable you to know when you've accomplished your goal*

"Specifying our change-goal is only the first step. It is then necessary to analyze the goal and the change desired before developing specific action plans. One method for analyzing the change is known as force field analysis. This technique, developed by Kurt Lewin, provides a method of analyzing the various forces which assist or inhibit change. Lewin, a social psychologist interested in understanding how change could be planned and maintained, believed that personal and organizational behavior was the result of a field of forces operating on that person or organization." (The facilitator should post the

Force Field Analysis chart at this point.)

"This balance of forces results from the operation of opposing pressures for various behavior. You can see this balance illustrated on this chart. Forces which work to bring about a particular change behavior or condition are known as driving forces. Forces which operate to maintain the current behavior unchanged are known as restraining forces. If the strength of the two sets of forces in a field is about the same, no change will result and the status quo will be maintained.

"If change is to occur, the balance of the field must be altered: the driving forces operating for change must be strengthened or the restraining forces operating to maintain the status quo be weakened.

"For example, if our goal is to increase the district budget for girls' interscholastic sports, what would be the forces that would assist this change? (At this point, the facilitator should refer to the chart and record the examples of driving forces as she/he speaks each one.) *Some of these forces might include documentation of inequality between the interscholastic sports programs for females and males, the support of community members committed to change, demonstration of the interests of female students, the prohibitions of the Title IX regulation, etc. These are examples of driving forces which assist us in achieving change.*

"Similarly, it is important that we analyze the restraining forces that inhibit change. What types of restraining forces would we be likely to encounter if we attempted to secure an increase in the school budget for the girls' interscholastic sports program?

(The facilitator should wait for suggestions from participants and place them on the chart. If none are forthcoming, she/he should suggest and list the following or others which are appropriate.)

Likely restraining forces might be:

- *the negative attitudes of board members and athletics staff*
- *the negative attitudes of community members*
- *fear of unknown problems, e.g., male and female staff dealing with problems of working with opposite sex students and staff*
- *fear that adding funds for girls' interscholastic sports budget will be detrimental to the boys' interscholastic sports budget*

"Once we've identified the various forces that work toward change (driving forces) and the forces that retard the desired change (restraining forces), then we have to identify the action steps that we can take to strengthen the driving forces and weaken the restraining forces.

"It should also be pointed out that change may be accomplished when other events change the meaning of the various forces. For example, some persons were concerned about sex discrimination in schools before the enactment of Title IX. In those schools and communities where there were a sufficient number of forces to support change efforts to eliminate such discrimination and bias, we found the beginnings of change. In most instances, however, the number of persons committed to change efforts was not sufficient to result in schoolwide change.

"When Title IX was enacted and, more specifically, when the Title IX regulation became effective, the field of forces and the meaning of those forces changed. It was no longer simply a matter of personal choice as to whether or not steps should be taken to eliminate sex discrimination, it was a requirement for the school district. It was no longer a matter of personal choice to examine the evidence regarding sex discrimination, but rather a necessity if one was to continue to function effectively as an educator. This development created a change in the field of forces and changed the relative weights of the driving and restraining forces which continued to exist.

"Worksheet 9, entitled 'Analyzing Change Strategies--Force Field Analysis' provides us with a guide for identifying the change we wish to make and identifying strategies which may be used in accomplishing change.

"Once we have established our change goal and identified the forces which can assist or retard change, we must then develop specific plans for change. After we've identified and analyzed our goals and the available strategies, we'll incorporate these into initial action plans for achieving our goals.

"At this time we'd like you to begin with Community Worksheet 9 and work through an example of how you can use force field analysis. Would you form groups of six and do the following:

- select a change goal for schools which the group might consider
- 'brainstorm' within the group as many examples as you can of driving and restraining forces relevant to the change goal
- identify actions or steps you can take as community members to strengthen the driving forces or to weaken the restraining forces"

B. Small group activity--"Analyzing Change Strategies--Force Field Analysis" (10 minutes)

Participants should be assisted to form groups of six and move ahead with the force field analysis. The facilitator should suggest that participants from the same community may wish to work together. The session facilitator(s) should move around the room to ensure that groups understand the process and are able to complete the analysis.

C. Total group processing (10 minutes)

When the small groups have had enough time to complete their analysis, the session facilitator should process the activity in the total group. Questions which might be raised with the group are:

- What types of goals did you select?
- How well were you able to complete the analysis?
- What steps were easiest to complete on the sheet? What steps were most difficult?
- How could you use this technique for other change goals?

The activity should be closed by pointing out that the technique of force field analysis may be used to analyze any changes which may need to be made. The facilitator should also suggest that participants will have an opportunity to extend this activity into an initial action plan for their schools during the next exercise.

V. ACTION PLANNING AND IMPLEMENTATION TIME REQUIRED: 40 MINUTES

(A) Lecturette--"Action Planning and Implementation"	(5 minutes)
(B) Individual activity--"Action Planning Guide"	(10 minutes)
(C) Small group discussions	(20 minutes)
(D) Total group processing	(5 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with an outline of steps which may be used in action planning and implementation
- to provide participants an opportunity for initial development of an action plan for influencing schools for change toward sex equity

Materials needed:

For participant use:

- "Action Planning Guide"--Community Worksheet 10

For facilitator use:

- newsprint and marker or chalk and chalkboard

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials
- review suggested lecturette and comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Lecturette--"Action Planning and Implementation" (10 minutes)

This lecturette outlines an approach for planning community action efforts, an approach which underlies the worksheet used later in the session. The facilitator should feel free to elaborate on the steps of the process or to add other formulations of the change process.

Suggested lecturette:

"During the last activity you spent time selecting a desired change for your schools and beginning to identify the types of actions which could be taken to bring about that change. This technique of force field analysis is a method of developing action goals and beginning to evaluate the types of strategies which can be used to achieve

these goals. It is especially useful as you begin to plan action programs or when you need to solve problems which may arise as you implement your plans.

"At this time we need to examine the other steps which are necessary for effective action planning. There are many ways of describing the steps of action planning, and you may wish to expand on those we'll be discussing. Although there is no single method you should use in action planning, use of some type of planning method is a crucial step in implementing effective change efforts. The more specific your plans can be, the greater the likelihood of effective implementation and ultimate success.

"Action planning serves two primary purposes:

- Action planning provides a method of testing the reality of our plans and what we hope to accomplish.

"One of the best ways to test the feasibility of the strategies we've identified and the plans we are developing is to see if we can specify the steps that need to be taken to implement them, the persons who would be responsible for completing these steps, the financial considerations involved in these steps, and the timelines which should be necessary to adapt or modify our plans.

- Action planning provides a method of organizing and coordinating human and financial resources which are involved in the change effort.

"Change in schools is usually the result of multiple actions or interventions. When planning a change effort, it is often necessary to involve numbers of people and to coordinate the activities of these persons. The action plan provides a method of coordinating the activities of a number of persons and communicating plans and responsibilities to all persons involved in the effort.

"What then are the steps for action planning and implementation? One method of thinking about action planning and implementation is to organize them into five steps. You can follow these steps by referring to the first page of Community Worksheet 10, entitled 'Action Planning Guide.'

Step One--identify the problem	- assess your interests - collect information - find out who's interested
Step Two--develop a plan	- formulate your change-goal(s) - analyze the forces for and against change - identify possible actions/strategies - select action steps - assign responsibilities - develop timelines

Step Three - do your homework

- *prepare for the specified actions*
- *see the right people*
- *involve relevant groups*
- *continue to collect information*
- *continue to assess plan*
- *make necessary modifications/ adaptations*

Step Four - implement your plan

- *carry out specified actions*
- *adapt plans if necessary*

Step Five - evaluate and follow-up

- *assess the outcomes of your actions (positive and negative)*
- *identify necessary follow-up steps*
- *determine the goals for the next actions*

"These steps may be expanded or simplified depending on the goal to be achieved. Community Worksheet 10 provides some of the specific questions you'll need to consider in developing your action plan.

"Now we're going to ask you to spend about 10 minutes individually as you begin to develop your action plan. Focus on working through steps one, two, and three in a general fashion. Then we'll ask you to join a small group as you compare your plans and provide each other with ideas and suggestions. If other persons from your community are here at the workshop, you may wish to work together."

B. Individual activity--"Action Planning Guide" (10 minutes)

The facilitator(s) should be available to provide suggestions, answer questions, and urge participants to be as specific as possible while developing their action plans. Participants should have enough time to begin writing steps one through three of their plans (about 10 minutes).

C. Small group discussions (20 minutes)

Participants should be asked to form groups of four to discuss their action plans. Persons from the same community should be encouraged to work together. In the small groups participants should be encouraged to:

- assist others to develop their plans by providing ideas for activities, programs, and resources
- provide "feedback" to each other as to the specificity or appropriateness of their plans

The facilitator should make an effort to give supportive comments and to encourage constructive comments from others.

D. Total group processing (5 minutes)

After groups have had an opportunity to discuss their plans in small groups, the facilitator should process the activity in the total group.

Questions which could be asked include:

- What types of goals did you select?
- What strengths do you see in your plans?
- What types of problems do you anticipate in implementing your plan?

After the facilitator has some idea as to the content of the plans, she/he should make the following points:

- The worksheet is your first draft of your action plan. It is probable that you will need to continue to rethink and specify your plan in further detail.
- You may wish to identify persons with goals similar to yours and seek them out during informal times of the workshop as a means of testing and refining your plans.

VI. SUMMARY AND CLOSING — TIME REQUIRED: 15 MINUTES

(A)	Summary comments	(5 minutes)
(B)	Completion of evaluation sheets	(5 minutes)
(C)	Closing comments	(5 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with a summary of Application Session B
- to provide participants with an opportunity to evaluate the activities included in Application Sessions A and B
- to provide closure for the Application Sessions for Community Groups and preparation for the third Generic Session

Materials needed:

For participant use:

- "Workshop Evaluation Form"--Community Worksheet 11

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and participant materials
- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Summary comments (5 minutes)

The summary comments should provide participants with a review of the major purposes of the Application Sessions for Community Groups and reinforce the major learnings of the session. Comments such as the following would be appropriate:

"These application sessions have focused on the change agent role that persons outside the school system must perform if full implementation of Title IX and sex equity are to be achieved. During the first session we focused on the knowledge base that can increase our effectiveness as change agents--knowledge of our school systems, knowledge of our communities and their resources, knowledge of Title IX requirements and issues related to sex equity in schools, and knowledge of your own skills, goals, and motivations for working to achieve sex equity in schools. We also examined the process by which the community can monitor schools' implementation of Title IX requirements and mechanisms which may be used to enforce these requirements when noncompliance is identified through the monitoring process.

"In the second session, we have focused on building our skills as community change agents working to achieve sex equity in education, skills in:

- applying Title IX requirements to day-to-day school/community interaction situations
- identifying change goals for schools related to Title IX/sex equity
- identifying community action alternatives to influence schools toward sex equity
- communicating with school personnel relating to school/community concerns in the area of Title IX/sex equity implementation
- specifying our own goals for change in schools and analyzing possible community action alternatives through the force field analysis process
- developing an initial action plan through which we may implement action efforts to achieve our change goals for schools

"As you move into this final session, it is important that you remember these points:

- There is a reciprocal relationship between schools and the communities in which they exist in that each can facilitate or retard the development of the other. If schools are to change and to improve, they will require the support of the community. It is essential that citizens and community groups assume leadership in articulating change goals for the schools, monitoring any actions of schools toward these goals, and interpreting the need for change to individuals and groups in the community.
- Title IX is a part of a total program of increasing educational equity for all students. The activities suggested should be adapted and utilized for achieving equity on the basis of race, cultural background, social class, and physical capability. The ultimate goal of equity efforts is to ensure that all students are provided with the experiences which will prepare them for equal participation in our society and for maximizing the development of their potential.
- Those of you in this session are or can be key leaders in your community. You can play an important role personally and within organizations you represent in achieving equity in your community's schools. Your involvement in change efforts can contribute both to your community and schools and to your own personal growth."

B. Session evaluation (5 minutes)

The purpose of this workshop evaluation form is to provide training and administrative staffs with information regarding participants' evaluation of the workshop and to identify needs for continued training and development. The facilitator may wish to introduce this activity with the following comments.

"We would like each of you to take out Community Worksheet 11 which is the workshop evaluation form. You will note that the questions provided in this evaluation are designed to obtain two kinds of information:

- *Your feedback regarding this workshop--What activities were most useful? Which ones were least helpful? What do you believe you gained from the workshop? Your answers to these questions can help us to improve our future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other community persons in achieving sex equity.*
- *Your ideas regarding future needs and follow-up--We are also asking you to help us in identifying follow-up activities and areas for future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other community persons in working with the schools to attain sex equity.*

"Would you take a moment or two now to complete the form and turn it in before you leave?"

The facilitator should allow a few minutes for participants to complete the evaluation forms. Then she/he should collect the worksheets and answer any questions which may have been raised.

C. Closing comments

The closi[illegible]ments should provide participants with a sense of closure for the [illegible] sessions and a transition to the final Generic Session. Comments [illegible] the following would be appropriate:

"These sessions have focused on those activities which you as a parent and/or member of a community group can undertake to increase educational equity within your community's schools. Performing the role of change agent in your community provides three major satisfactions:

- *You are developing/extending your understandings of and skills for social change*
- *You are building a better future for the boys and girls who are now being prepared for their lives as adults*
- *You are strengthening the democratic process which is essential to evolution of the institutions in our society*

"We hope that these Application Sessions have helped you to consider the three questions which we placed on the chart at the beginning of session A--your goals for changing schools, your goals for community action, and your goals for increasing your own skills and continuing your personal growth.

"The next session moves toward an examination of the ways that we can extend our personal change goals to a consideration of organizational change. During that session we will be extending our knowledge of and skills in the change or growth process as it relates to changing organizations."

BUILDING A KNOWLEDGE BASE FOR CHANGE

Participant Materials for Application Session A
for Community Group Members

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

INFLUENCING SCHOOLS FOR CHANGE:
WHERE HAVE YOU BEEN AND WHERE ARE YOU GOING?

Community Worksheet I

1. What do you see as the most significant changes which have occurred in your community's schools related to the implementation of Title IX and the achievement of sex equity?

2. What do you see as the most important changes which must occur in the future?

3. What steps have you/other concerned citizens or community groups taken in the past to bring about changes in schools related to Title IX implementation and the achievement of sex equity?

4. What steps could you/other concerned citizens or community groups take to bring about these changes in schools in the future?

5. What are your greatest strengths (knowledge, skills, or resources) for working as a community change agent to increase sex equity and Title IX implementation in schools?

6. In what areas would you like to increase your personal capabilities (knowledge, skills, or resources) for functioning as an effective community change agent in this area?

7. What knowledge, experiences, or skills do you hope to gain from this workshop?

8. What knowledge, experiences, or skills could you share with others in this workshop?

ASSESSING YOUR KNOWLEDGE BASE FOR CHANGE

Community Worksheet 2

The following questions are designed to help you to assess your knowledge, experience, and skills in working to influence schools for change toward sex equity. Such an assessment can provide information which may help you to clarify goals for your involvement in change efforts, to identify steps which you can take to increase your effectiveness in working for sex equity in schools, and to evaluate your progress in your activities.

There are no "right" or "wrong" answers to the questions. They are provided only as a means of stimulating your thinking about your knowledge in the following areas:

- knowledge of the structure and operation of schools in your community
- knowledge of the community--its organizational, human, and financial resources
- knowledge of the present status of Title IX implementation, of the specific ways that equity is denied students and employees, and of the actions/programs that may be used for the elimination of inequity
- knowledge of your personal goals, motives, skills, and commitment toward working to influence schools toward sex equity

Specific questions are provided in each of these four areas. Please read through and answer the questions the first time to gain an idea of the types of things you already know, the strengths that you bring to change efforts. Then review the questions a second time to determine the types of experiences which you believe could be useful in increasing your knowledge base and subsequent effectiveness as a change agent.

Knowledge of Schools and School System	YES	NO
1. I know the names of the school board members of my community's schools.	___	___
2. I've attended a meeting(s) of the school board.	___	___
3. I know the name of the superintendent of schools in my community.	___	___
4. I know the names of various administrators in the central office and individual schools and their major areas of responsibility.	___	___
5. I know the names of officers/representatives of teacher organizations within the district.	___	___

	YES	NO
6. I have visited a school in my community within the past two years.	___	___
7. I have served on a school-sponsored advisory committee or task force working on some area relating to the schools (e.g., a vocational education advisory council, a citizens' task force on desegregation, a citizens' task force on sex discrimination, etc.)	___	___
8. I have been actively involved in a project which calls for working with the schools in my community.	___	___
9. I have had other experiences which have provided knowledge of schools and the school system in my community (please specify):	___	___

____

____

In Summary

I know the structure of the school system:

1 2 3 4 5
Not at all Very well

I know the personnel and governance of the school system:

1 2 3 4 5
Not at all Very well

Knowledge of My Community

	YES	NO
1. I can identify the organizations in my community that have been most active in the area of human and civil rights.	___	___
2. I've been actively involved with organizations in my community in efforts to achieve equity in education (racial-ethnic equity, sex equity, equity for the handicapped, etc.)	___	___
3. I am identified as a leader in organizations that have been actively involved in efforts to achieve equity in education.	___	___
4. I have general knowledge of the educational leaders or the persons who influence schools in my community.	___	___

	YES	NO
5. I have personal experience in working with educational leaders or the persons who influence schools in my community.	___	___
6. I have knowledge of the organizational resources in my community (finances, programs, publications, etc.).	___	___
7. I have had other experiences which have provided knowledge of my community and its organizational, leadership, and financial resources (please specify):	___	___

____

____

In Summary

I know the organizations/individuals who occupy leadership positions in my community:

1	2	3	4	5
Not at all				Very well

I know the organizational, human, and financial resources for my community which are most relevant to educational concerns:

1	2	3	4	5
Not at all				Very well

Knowledge of and Experience with Title IX Implementation and Sex Equity Concerns

Title IX Implementation	YES	NO
1. I have a good working knowledge of Title IX and its implications for schools.	___	___
2. I have reviewed the nondiscrimination policies of my community's schools.	___	___
3. I know the name of the Title IX coordinator for my community's schools.	___	___
4. I have attempted to obtain a copy of the institutional self-evaluation of my community's schools.	___	___
5. I have reviewed the institutional self-evaluation of my community's schools.	___	___
6. I have attempted to obtain a copy of the Title IX grievance procedure which has been adopted by my community's schools.	___	___

YES NO

7. I have reviewed the Title IX grievance procedure being used by my community's schools. ___ ___

8. I have requested/reviewed reports of Title IX implementation activities in my community's schools. ___ ___

9. I have had other experiences which have provided knowledge of Title IX implementation in schools in my community (please specify): ___ ___

____

____

In Summary

I have general knowledge of the Title IX regulation and its implications for schools:

1 2 3 4 5

No knowledge Extensive knowledge

I have specific knowledge of the Title IX implementation and other steps which have been taken in my community's schools:

1 2 3 4 5

No knowledge Extensive knowledge

Sex Equity Concerns

YES NO

1. I have personal knowledge (through experiences with advisory groups, community change efforts, or personal experience) of sex discrimination and/or sex bias in my community's schools. ___ ___

2. I have secondary knowledge (through reports of others, knowledge of studies, student accounts, etc.) of sex discrimination and sex bias in my community's schools. ___ ___

3. I have worked with a community group(s) that has been working to change schools with respect to sex equity. ___ ___

4. I have organized/trained others to work for equity in schools. ___ ___

5. I have had other experiences which have provided me knowledge of sex equity concerns (please specify): ___ ___

____

____

In Summary

I have experience or knowledge about the general issues of equity in schools (race or sex equity):

1 2 3 4 5

No knowledge A great deal of knowledge

I have specific knowledge of sex discrimination and sex bias and the ways it is manifest in schools:

1 2 3 4 5

No knowledge A great deal of knowledge

Knowledge of Personal Goals and Skills

The reason(s) that I am interested in working to develop nonsexist schools in my community are:

___I want my own children to benefit.

___I feel strongly that all children need better preparation for dealing with changing roles of women and men.

___I want to improve the educational services of the schools.

___I want to work with my organization and help it achieve its objectives (e.g., NOW, AAUW, WEAL, YWCA, NCNW, NAACP, Commission on the Status of Women, professional associations, local groups, etc.).

___I want to do something that has lasting impact.

___Other (please specify): ____

____

The skills which I can bring to change efforts include:

___I can organize persons to work cooperatively on an area of common interest.

___I can identify and involve a variety of community resources relevant to efforts to achieve sex equity.

___I can communicate effectively in writing.

___I can communicate effectively in large groups.

___I can communicate effectively in small groups.

___I can design research, analyze data, identify conclusions, and develop recommendations.

___I have established contact with media resources in my community.

_____I can provide consultation and information on Federal and State nondiscrimination laws and the procedures for using these laws.

_____I can design and implement specific educational programs to increase sex equity in the schools.

_____I can organize and conduct training programs and workshops dealing with sex equity in education.

_____I can analyze budget documents and identify areas of discrimination and/or bias in student programs or employment.

_____I can ____

_____I can ____

Summary

Based on my assessment, I feel that:

1. My primary strengths for working to influence schools in my community are:

2. I would like to strengthen my capabilities in the following areas:

   Knowledge:

   Experiences:

   Skills:

3. I can do the following things to increase my capabilities in these areas:

MONITORING TITLE IX IMPLEMENTATION IN OUR COMMUNITY'S SCHOOLS: ESTABLISHING A BASELINE

Community Worksheet 3

This worksheet outlines an initial structure for monitoring a local school district's implementation of the requirements of the regulation to implement Title IX. It is organized around the five required compliance procedures specified in the regulation; assessment of a district's implementation of these procedures can provide valuable baseline data for the design of continuing monitoring efforts.

These five compliance procedures include:

- Notification of policy--School districts are required to take specific and continuing steps to notify applicants for admission, students, parents, employees, and all labor organizations holding agreements with the agency of its compliance with Title IX.
- Designation of responsible employee--School districts are required to designate at least one employee to coordinate compliance efforts and investigate any complaints of discrimination. Students (and parents of elementary-secondary students) and employees must be notified of the name, office address, and phone number of this employee.
- Development of a grievance procedure--School districts were required to adopt and publish grievance procedures providing for the resolution of student and employee complaints of violations of Title IX.
- Completion of institutional self-evaluation--By July 21, 1976, school districts were required to complete an institutional self-evaluation which called for the following activities:
  - evaluating their policies, programs, and practices for areas of noncompliance with the Title IX regulation
  - taking corrective steps to eliminate any discriminatory policies, programs, or practices
  - taking steps to remedy the effect of any forms of identified discrimination or noncompliance with the Title IX regulation
- Submission of a Title IX compliance assurance form to the Office for Civil Rights--School districts must submit assurances of Title IX compliance to the Office for Civil Rights as a condition of Federal funding. Form 639 was developed for this purpose; all districts should have this form on file with OCR at this time.

Effective implementation of these procedures is particularly important because these procedures establish a structure for all subsequent Title IX implementation efforts. The institutional self-evaluation should provide a data base from which schools can plan necessary change efforts and assess their progress. The notification of policy and the maintenance of the Title IX grievance procedure provide mechanisms for involving all students and employees in the identification and resolution of Title IX implementation problems as they arise. Designation of a Title IX coordinator should ensure that at least one employee is responsible for the systematic monitoring of implementation on a continuing basis.

Substantive areas for monitoring are suggested by the areas delineated in the section of this checklist entitled "The Self-Evaluation--The Content." These reflect major school program areas in which continuing monitoring is likely to be required.*

It is recognized that it is unlikely that you will know answers to all of the questions; they are intended to help you to determine the further information you need for identifying action priorities for your schools. When you do not know the answer to a question, try to identify possible sources of information (such as school records, publications, school staff members, etc.) or methods of obtaining information which you might utilize in seeking the answer to the question. By using the worksheet in this way, you can identify not only the specific Title IX-related information which you will need to assess compliance, but also the information on sources and methods for data collection which you will need to increase your monitoring effectiveness.

The questions on the checklist may also be used outside the workshop to assist you in collecting and analyzing data regarding Title IX implementation in your community's schools.

Some of the questions reflect actual compliance requirements specified in the Title IX regulation; others reflect steps which are not explicitly required by the regulation but which are basic to effective implementation of the required compliance procedures. If you are using this worksheet as a basis for communication with schools, you should be aware of this distinction. The minimal compliance requirements are those which are specified in the Title IX regulation itself; if you are in doubt as to the origin of any question, you should refer back to the summary of the regulation provided in the *Participant's Notebook*.

---

* Note: Substantive questions which may be utilized in assessing compliance with various programmatic provisions of the Title IX regulation are contained in "Evaluating Title IX Compliance in Your School District: An Introductory Checklist for Community Groups," which is provided in the reference materials accompanying these worksheets.

Notification of Policy	Yes	No	Source for/Method of Obtaining Information
1. Do all parents, students, and employees annually receive a notification of the district's policy of Title IX compliance and nondiscrimination on the basis of sex?	___	___	___
2. Have labor organizations and district subcontractors received a notification of agency nondiscrimination policy?	___	___	___
3. Does the nondiscrimination policy of the agency appear in official publications and documents?	___	___	___
Designation of Responsible Employee			
1. Have all students and employees been provided with the name, office address, and phone number of the Title IX coordinator?	___	___	___
2. Have the job responsibilities of the Title IX coordinator been clearly specified and communicated to all staff, students, and parents?	___	___	___
Development of a Grievance Procedure			
1. Has your district adopted and published a grievance procedure?	___	___	___
2. Does your school's grievance procedure contain sections or portions which specify the procedures to be observed in the following areas:			
- the initiation and filing of grievances?	___	___	___
- the processing of grievances?	___	___	___
- basic guidelines and/or procedural rights?	___	___	___
3. Is the existence of a grievance procedure generally known to employees, students, and parents?	___	___	___

Completion of Institutional Self-Evaluation	Yes	No	Source for/Method of Obtaining Information
1. To the best of your knowledge, has your district completed a self-evaluation to identify and correct any sources of possible noncompliance with the requirements of the Title IX regulation?			
2. Have you examined a copy of the self-evaluation or of the description of modifications and remedial steps taken as a result of the self-evaluation?			
3. Who was involved in the institutional self-evaluation?			
- Members of governance			
- Administrators			
- Instructional staff			
- Counseling staff			
- Students			
- Community representatives			
- Others			

The Self-Evaluation--The Content

1. Does the institutional self-evaluation specifically cover:			**
• student access to courses:			
- Course admission requirements?			
- graduation requirements?			
- disproportionate course enrollments?			
• vocational education:			
- programs?			
- materials?			
- tests and instruments?			
• student treatment:			
- behavior and dress codes?			
- extracurricular activities?			
- employment assistance?			
- health services/insurance benefits?			
- honors and awards?			

** Note: The first step for obtaining this information would be to obtain a copy of your district's institutional self-evaluation. On these items you may wish to consider ways of obtaining information which would make it possible for you personally to assess sex equity in each of these areas.

	Yes	No	Source for/Method of Obtaining Information
• policies, programs, and practices related to student marital or parental status?			
• athletics and competitive sports?			
- student activities and progams?			
- personnel practices?			
• financial assistance to students?			
• employment policies and practices related to:			
- recruitment/selection?			
- promotion, tenure, layoff, application of nepotism policies?			
- rates of pay; extraduty compensation?			
- job assignments and classification?			
- fringe benefits?			
- leaves of absence, including childbearing leave?			
- terms of collective bargaining agreements?			
2. Does your school's self-evaluation clearly specify the documents, publications, etc. which were examined during the review process and indicate the criteria used in examining each?			
3. Does your school's institutional self-evaluation include objective data to support its conclusions, e.g.			
- list of course enrollments by sex?			
- description of athletic programs by sex?			
- surveys of student athletic interests?			
- analysis of disciplinary action by sex over a specified period of time?			
- listing of texts and counseling instruments used, with information on male/female norms, scales, etc.?			
- other (please list)			

	Yes	No	Source for/Method of Obtaining Information
4. Does your school's institutional self-evaluation specify actions taken/to be taken whenever noncompliance is identified:			
- corrective steps?			
- remedial steps?			
5. Are these steps generally:			
- appropriate?			
- sufficient?			
The Self-Evaluation--The Process			
1. Are the procedures and criteria used in the self-evaluation clearly specified?			
2. Are the persons from whom information was requested clearly specified?			
Did they include:			
• persons with diverse responsibilities and levels of responsibility in each of the areas evaluated:			
- administrators?			
- instructional/counseling staff?			
- support staff?			
• persons representing the various schools in the district?			
• students?			
• community members?			
3. Were all concerned persons in the district notified of the institutional self-evaluation and invited to submit any information they considered relevant?			
The Self-Evaluation--Follow-Up			
1. When corrective or remedial steps were required, were timelines and staff responsibilities for their implementation clearly specified?			
2. Were staff responsibilities for monitoring the implementation of these steps clearly specified?			

	Yes	No	Source for/Method of Obtaining Information
3. Have all specified steps been implemented according to appropriate timelines?	___	___	___
4. Are periodic updates of the institutional self-evaluation planned or conducted?	___	___	___
5. Is your school's institutional self-evaluation or a record of modifications and remedial steps available for review and comment by interested persons?	___	___	___

Your School's Institutionsl Self-Evaluation--Making Improvements

1. Based on your answers so far, do you see any ways of improving your institutional self-evaluation to increase its usefulness in the district?

   Improvements in content:

   Improvements in process:

   Improvements in follow-up:

2. Is there any further information which would be helpful to you in improving your school's institutional self-evaluation?

Submission of Assurance Form

1. To your knowledge, has your school submitted the assurance form required from the Office of Civil Rights certifying Title IX compliance?	___	___	___

Summary and Implications--Your School's Title IX Implementation

1. After answering the above questions, what strengths can you identify in your schools' implementation of Title IX?

2. What weaknesses do you identify in your schools' implementation of Title IX?

3. What compliance actions need to be taken by your schools? Which of these do you see as highest priority?

Summary and Implications--Your Monitoring Effectiveness

1. After answering the above questions, do you see any ways of improving your collection of information?

   Improvements in sources of information:

   Improvements in methods of obtaining information:

2. Do you see any needs for improving your ability to analyze the information you've collected?

3. What needs do you see for continuing monitoring activities?

BUILDING SKILLS FOR CHANGE

Participant Materials for Application Session B for Community Group Members

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

INFLUENCING SCHOOLS FOR CHANGE:
ROLE PLAY SITUATIONS

Community Worksheet 4

Situation--Role Play 1

You requested a copy of the Title IX self-evaluation for your school district and were distressed to discover the way in which the district's Title IX institutional self-evaluation was implemented.

Each administrator was simply asked to evaluate his or her area for violations of Title IX and to write a letter to the Title IX coordinator stating whether any violations were found and what steps were being taken to correct the violation. No questions or criteria for evaluation were specified. In most cases, the administrators submitted a letter which stated that no evidence of sex discrimination had been uncovered; in a few cases administrators said that they noted that few girls took shop and few boys took home economics, but that they were assuming that this was simply a matter of student preference which required no action on their part.

On the basis of your experience with the schools you are convinced that violations of the regulation could be identified throughout the school district. Identification of these violations would require a more complete self-evaluation, including analysis of class enrollments, or student and employee handbooks, of allocations of budget, etc. You also feel that this more complete self-evaluation should examine possible racial-ethnic discrimination.

When you ask to meet with the Title IX coordinator, and he learns that you want to discuss the self-evaluation, he tells you that he is too busy at the moment and that the evaluation is completed and no major problems were identified. Therefore, you arrange to meet with the superintendent, Dr. Holmes.

Situation--Role Play 2

The school board in your district approved and appointed a special committee to assist in the design and implementation of the Title IX institutional self-evaluation. This committee included two community members and several members of the school district staff. When the self-evaluation was completed, the school staff disbanded the committee. There were numerous remedial actions recommended in the self-evaluation, and you feel the committee should be maintained in order to allow the community an official voice in the carrying out of the remedial actions. The position of the administration is that while they appreciate the time and assistance provided by the community members during the self-evaluation, the task of carrying out the remedial actions is that of the school personnel. Community members should no longer have anything to do with Title IX implementation. You are going to meet with the president of the school board to ask him to reinstate the special committee to continue Title IX monitoring efforts with special emphasis on the identification of needed programs and on the provision of information regarding sex equity efforts to the larger community.

Situation--Role Play 3

You are aware that there is a sex-stereotyped pattern of student participation in extracurricular activities in the high school in your town. You go to the principal and point out that the math club, the debating team, and the chess club are made up entirely of male students and sponsors and that the cheerleading and pep squads, the Future Teachers of America, and the staff of the literary magazine are composed exclusively of female students and sponsors.

The principal's position is that participation in an extracurricular activity is something that students do based on their own interests. He says that it would be not only a waste of time to try to do something about it, but also wrong to try to manipulate students into participating in something they do not really care about.

Situation--Role Play 4

Members of the Education Committee of your community organization have completed a study of sex and race stereotyping in the reading, mathematics, and science books for the first eight grades in your community's schools. The committee conducted an extensive analysis of the books and found evidence of pervasive sex and race stereotyping, especially in the mathematics and science books.

Members of the committee would like to make a presentation of their findings to elementary teachers who are using the books. After an attempt to meet with the superintendent, they have been referred to Ms. Jordin, the Title IX coordinator.

During a preliminary telephone call to Ms. Jordin, they were told that the content of textbooks and instructional materials was not covered by Title IX and there was little that could be done. However, after some discussion, Ms. Jordin agreed to meet with a representative of the committee to hear the findings of the analysis.

INDIVIDUAL ANALYSIS OF ROLE PLAY SITUATION 1

Community Worksheet 5

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	**No**
• Was there an acknowledgment of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
• Was the concern/problem stated directly in a nonaccusatory manner?	___	___
• Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
• Was a specific "yesable" request made of school personnel?	___	___
• Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

INDIVIDUAL ANALYSIS OF ROLE PLAY SITUATION 2

Community Worksheet 6

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	No
• Was there an acknowledgement of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
• Was the concern/problem stated directly in a nonaccusatory manner?	___	___
• Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
• Was a specific "yesable" request made of school personnel?	___	___
• Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

INDIVIDUAL ANALYSIS OF ROLE PLAY SITUATION 3

Community Worksheet 7

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	No
• Was there an acknowledgement of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
• Was the concern/problem stated directly in a nonaccusatory manner?	___	___
• Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
• Was a specific "yesable" request made of school personnel?	___	___
• Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

INDIVIDUAL ANALYSIS OF ROLE PLAY SITUATION 4

Community Worksheet 8

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	No
• Was there an acknowledgment of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
• Was the concern/problem stated directly in a nonaccusatory manner?	___	___
• Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
• Was a specific "yesable" request made of school personnel?	___	___
• Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

ANALYZING CHANGE STRATEGIES--FORCE FIELD ANALYSIS

Community Worksheet 9

The change that I would like to see in my school related to the implementation of Title IX and/or the achievement of sex equity is:

What is to be changed?

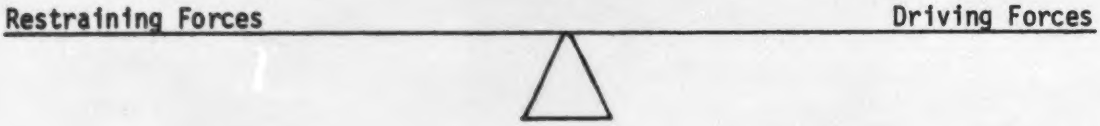
Who is to be changed?

How is the change to occur?

When will the change occur?

Where will the change occur?

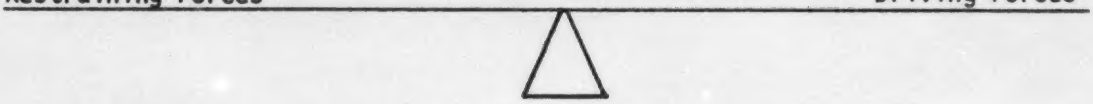
Affecting the possibility of this change are the following:



Actions that I can take as a community member to:

Weaken the
Restraining Forces

Strengthen the
Driving Forces



ACTION-PLANNING GUIDE

Community Worksheet 10

Successful community change efforts require careful thought and planning. We need to be clear about what we want to accomplish and the ways we are going to achieve our goals. There are many ways we can think about the steps that are necessary in action planning. Listed below is one outline of the steps involved in planning change efforts.

STEP ONE - identify the problem	A. assess your interests B. collect information C. find out who's interested
STEP TWO - develop a plan	A. formulate your change-goal(s) B. analyze the forces for and against change C. identify possible actions/strategies D. select action steps E. assign responsibilities F. develop timelines
STEP THREE - do your homework	A. prepare for the specified actions B. see the right people C. involve relevant groups D. continue to collect information E. continue to assess plan F. make necessary modifications/ adaptations
STEP FOUR - implement your plan	A. carry out specified actions B. adapt plans if necessary
STEP FIVE - evaluate and follow-up	A. assess the outcome of your actions (positive and negative) B. identify necessary follow-up steps C. determine the goals for the next actions

The following questions are designed as a means of helping you to think about each of these steps and to develop an initial action plan. (In the time allotted during the workshop, try to work through the first three steps. You should find the questions which pertain to steps four and five useful when you return to your own community.)

ACTION-PLANNING GUIDE

Step One--Identify the Problem

A. Assess your interests

What are the concerns/problems/interests related to Title IX implementation/sex equity in schools to be addressed in your action plan?

B. Collect information

What information is available which either documents the problem or provides information as to the actions which should be taken?

How can it be obtained?

C. Find out who's interested

What other groups/persons in the community are interested in the problem?

How can they be identified?

Step Two--Develop a Plan

A. Formulate your change-goals

What is the goal of your action efforts; what change do you wish your schools to implement?

What is your specific goal? Refine your goal statement by answering:

- What change do you wish to make?
- Whom do you want to change?
- How will you bring about the change?
- When will the change be accomplished?
- Where will the change be accomplished?

Now, write a goal statement which includes each of the above.

Step Two--Develop a Plan

B. Analyze the forces for and against change

What are the major forces which can support the change (driving forces) or inhibit the change (restraining forces)?

Driving forces	Restraining forces

Questions which may assist you in identification of forces include:

- Who will be involved or affected by the change, and how will they perceive it?

- Who will support change efforts? How will they show it?

- Who will oppose changes? How will they show it?

Step Two--Develop a Plan

C. Identify possible actions/strategies

What action steps could be developed by community members/groups for:

Strengthening driving forces	Weakening restraining forces

Step Two--Develop a Plan

D. Select action steps

List the major action steps identified and the consequences of employing each.

	Consequences	
Action step	Desirable	Undesirable

After evaluating the action steps which one(s) are you going to implement?

Step Two--Develop a Plan

E. Develop timelines and assign responsibilities

List the action steps which you will utilize to achieve your goal; the individual or group responsible for each and the timetable for completion of each.

Action	Responsibility	Date to be Completed

Step Three--Do Your Homework

A. Prepare for the action steps

What things do you need to prepare?

B. See the right people

Whom do you need to see to test your ideas, enlist their cooperation, or inform them of your plans?

Who will take responsibility for seeing these persons? When will these contacts be completed?

C. Involve relevant groups

Which groups need to be contacted/involved in your action efforts?

How are you going to involve them? By what date?

D. Continue to collect information

What information should be collected? Who will collect the data? By what date?

Step Three--Do Your Homework

E. Continue to assess the plan

What problems/omissions can you now identify in your action plan?

F. Make necessary modifications/ adaptations

What modifications/adaptations should be made in your plan? What are the implications of these changes?

Step Four--Implement Your Plan

A. Carry out specified actions

What portions of your plan were fully implemented?

What portions were not implemented?

B. Adapt plans if necessary

What adaptations may need to be made?

Step Five--Evaluate and Follow-up

A. Assess the outcomes of your actions

What were the outcomes?

Positive	Negative

B. Identify the follow-up steps

What are the next steps for action?

What did you learn from your experience?

C. Determine goals for the next actions

WORKSHOP EVALUATION FORM

Community Worksheet 11

1. At this point, how would you rate your knowledge of Title IX and the process by which community persons can work with their schools in implementing Title IX and achieving sex equity?

_____ extensive understanding
_____ some understanding
_____little understanding
______no understanding

2. What concerns or questions about Title IX or how community persons can assist their schools in achieving sex equity have been answered for you today?

3. What concerns or questions about Title IX or how community persons can assist their schools in achieving sex equity remain unanswered for you?

4. Which of the day's activities were most helpful to you?

5. Which of the day's activities were least helpful to you?

6. What information, experiences, or activities do you need next in order to begin or to continue assisting the schools in providing sex equity?

APPENDICES

INFLUENCING SCHOOLS FOR CHANGE
SAMPLE ROLE PLAY SITUATION ANALYSES

Community Worksheet 5A (through 8A)

The following represent sample responses or answers to the questions posed on the first pages of Community Worksheets 5-8. Each relates to one of the role play situations outlined in Community Worksheet 4. They are not comprehensive; they are designed to suggest the types of responses which would be appropriate.

Role Play Situation 1

Title IX Implications

The Title IX regulation does not prescribe standards for the implementation of an institutional self-evaluation. However, it is in the best interests of the local district to ensure that sources of discrimination are identified. If questions remain as to the adequacy of the institutional self-evaluation, it would be wise to update the evaluation effort.

District Actions

Specific actions for the district might include:

- implementation of a training program to train personnel in the identification of sex discrimination and bias
- organization of study to update the institutional self-evaluation through additional data collection and analysis
- formation of a task force which includes community persons with expert knowledge in the area of sex equity to organize and conduct the updating of the institutional self-evaluation

Community Action Alternatives

Alternative actions include:

- organizing information/influence campaigns (mail, telephone, or personal calls) to urge school board members to mandate an updated institutional self-evaluation
- working with a community group or task force to conduct a study of Title IX implementation in the schools and publicizing the results
- identifying specific violations of the Title IX regulation and filing a grievance (if permitted by grievance procedure)
- identifying specific violations of the Title IX regulation and filing a complaint with OCR
- holding community hearings on Title IX implementation in the schools

- requesting clarification of the person to whom Title IX inquiries should be addressed and/or the responsibilities of the Title IX coordinator

- allocating a portion of the library and textbooks budget allocations for the purchase of nonsexist, nonracist materials

- developing district guidelines for the purchase of nonsexist, nonracist textbooks and instructional materials and ensuring that they are disseminated to all staff with responsibility for their selection and purchase of materials

Community Action Alternatives

Alternative actions might include:

- sponsoring a workshop on bias in textbooks and instructional materials for school personnel

- working with teacher groups to develop programs of curriculum resource development or inservice training which can assist teachers in combating race and sex bias

- developing and disseminating bibliographies or other curriculum resources which can assist teachers in combating race and sex bias

Role Play Situation 2

Title IX Implications

Community involvement in monitoring of self-evaluation efforts is not required by the Title IX regulation. (Many districts have mandated such involvement as a means of ensuring the adequacy of self-evaluation.) Similarly, there is no legal requirement for a self-evaluation regarding race discrimination.

District Actions

Specific actions might include:

- development of an ongoing task force which includes community members to monitor Title IX implementation and progress and problems related to sex and race equity

- development of specific advisory committees to assist with various aspects of Title IX implementation and sex and race equity programs

- development of a public information program to disseminate regularly information regarding Title IX compliance and sex/race equity efforts to concerned members of the community

Community Action Alternatives

Alternative actions include:

- contacting the superintendent and volunteering to establish an advisory committee(s) to assist with Title IX implementation and sex and race equity programs

- urging the school board (through information/influence campaigns) to establish a community/school advisory committee(s) to "watchdog" Title IX implementation and sex/race equity programs

- convening an independent group to monitor Title IX implementation and sex/race equity efforts and to publish periodic reports to the community

Role Play Situation 3

Title IX Implications

The Title IX regulation specifically prohibits the differential treatment of students in extracurricular activities on the basis of sex (§86.31a, b). In addition, recipients of Federal funds must take specific and continuing steps to notify students of a policy of nondiscrimination on the basis of sex. (§86.9a)

Because it is unlikely that the total sex-segregated pattern of participation would be the result of student interest, consideration must be given to the possible effects of past discrimination. Efforts should be made to take actions which would remedy the effects of past discrimination.

District Actions

Specific actions might include:

- developing a nondiscrimination policy and/or policy guidelines regarding student participation in extracurricular activities and disseminating guidelines to all students and staff

- initiating special efforts to recruit students of the excluded (or self-excluded) sex into sex-segregated activities

Community Action Alternatives

Alternative actions include:

- meeting with school board members and urging that a report be made on the Title IX notification procedures and the progress made in Title IX implementation

- meeting with central office staff and/or the superintendent to discuss the problem and urging a district-wide notification of policy and other efforts to eliminate sex segregation in extracurricular activities

- working with student groups and developing actions to inform female and male students of their right to participate in all extracurricular activities

- informing students and parents of the rights of students to nondiscrimination and the availability of the grievance procedure

- informing students and parents of the provisions of Title IX and the use of the Federal complaint process

- offering to sponsor demonstration efforts which could illustrate nondiscriminatory recruiting and programming of student activities

Role Play Situation 4

Title IX Implications

Nothing in the Title IX regulations requires or prohibits the use of particular textbooks or curriculum materials (§86.42). In releasing the draft of the Title IX regulation, Secretary of Health, Education, and Welfare Caspar Weinberger stated that HEW was aware of the damaging effects of sex stereotyping in textbooks and instructional materials. Coverage of textbooks and instructional materials was not included due to possible conflicts with the First Amendment. HEW urged that state and local educational agencies take steps toward the elimination of stereotyping in textbooks.

District Actions

Specific actions might include:

- developing a program of inservice training for instructional personnel which can assist them in identifying and combating the sex and race stereotypes found in textbooks and instructional materials